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ABSTRACT

The proceedings of the 1977 annual convention of the Association for Continuing Higher Education (ACHE) are presented. The conference theme was "Growing with the Profession: The Development of Continuing Education." The following addresses are presented: President-Elect address by James R. McBride: "The Role of Continuing Education in the Educational Revolution," by Timothy S. Healy: "Professional Development in Celanese (Corporation) and Implications for Continuing Education Professionals," by Joseph F. Miraglia; and "Growth-Oriented Learning Environment," by Donald T. Rippey. Workshops were conducted on the following topics: two-year colleges, universities, medium colleges, evaluation of professional development, programs and activities for professional development, financing of professional development, ACHE role in professional development, faculty development, developing a personal growth plan, individual goals versus institutional goals, developing secretarial and part-time help, communication styles for continuing education practitioners, and how to evaluate those who teach continuing education courses. Problem clinics on professional development and full campus services at extension locations, a session on resource centers for professional development, and a business session were also held. (SW)

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1977

PROCEEDINGS

HE 012 204

Association for Continuing Higher Education

"Growing With the Profession: The Development of Continuing Educators"

Proceedings: 39th Annual Convention
November 6-10, 1977, Montreal, Canada

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

edited by Wendell G. Rayburn
University of Louisville

3

PREFACE

The theme of the Thirty-Ninth Annual Convention, "Growing with the Profession: The Development of Continuing Education," was nurtured in the minds of conference participants prior to their arrival in the host city of Montreal, Quebec, Canada, made possible by a consequential paper entitled: "Professional Development of Adults," written expressly for the convention by Dr. Alexander N. Charters, Professor of Adult Education, Syracuse University. Dr. Charter's paper addressed some vital issues relative to the professional development of adults. Limited copies were distributed at the convention; additional mailings will be made to the entire membership. Copies are also available through the Office of Dr. William Barton, University of Tennessee, Knoxville, Tennessee.

The annual meeting was characterized by outstanding keynoters and dynamic workshops. Topics discussed and issues raised were particularly relevant to the problems encountered in today's continuing education world. Registration was at an all-time high. Montreal will long be remembered as a congenial and exciting city.

I wish to express sincere thanks and appreciation to the recorders for carrying out their duties and responsibilities so diligently, Howell McGee for his significant role in publishing the *Proceedings*, Bill Barton for his advice and assistance, and Virginia Byrne for assisting me in the preparation of the reports for publication.

Wendell G. Rayburn, Editor
The University of Louisville
Louisville, Kentucky

4

CONTENTS

PART I ADDRESSES

President-Elect Address
James R. McBride 1

The Role of Continuing Education in the Educational Revolution
Timothy S. Healy, S.J. 4

Professional Development in Celanese and Implications for Continuing Education Professionals
Joseph F. Miraglia 10

Growth-oriented Learning Environment
Donald T. Rippey 23

PART II WORKSHOPS, PROBLEM CLINICS AND RESOURCE CENTER

WORKSHOPS

Two Year Colleges
Richard Meagher, *Moderator* 26

Universities
Lee Katz, *Moderator* 29

Medium Colleges
Mercedees Uzzell, *Moderator* 32

Evaluation of Professional Development
Lee Porter, *Moderator* 37

Programs and Activities for Professional Development
Kenneth MacKenzie, *Moderator* 39

Financing of Professional Development
William Tracy, *Moderator* 42

ACHE Role in Professional Development
Richard Robbins, *Moderator* 44

Faculty Development
Lore Heath, *Moderator* 46

Developing a Personal Growth Plan
Mary Iversen, *Moderator* 49

Individual Goals Versus Institutional Goals
Stephen Panko, *Moderator* 51

Developing Secretarial and Part-time Help
Erle Ehly, *Moderator* 52

Communication Styles for Continuing Education Practitioners
Joseph Goddard, *Moderator* 54

How To Evaluate Those Who Teach Continuing Education Courses
Robert Mosely, *Moderator* 55

PROBLEM CLINICS

Professional Development
John Mybeck, *Chair* 57

Open Ended
Frank Funk, *Chair* 59

Full Campus Services at Extension Locations
Armond Festine, *Chair* 61

RESOURCE CENTER

Resource Center for Professional Development
Alexander Charters, Marlowe Froke, *Chair* 65

PART III BUSINESS SESSION

ACHE Annual Business Meeting 67

PART IV APPENDICES

A—Changes in Membership Since Last Annual Meeting 75

B—Report of the Treasurer 78

C—Report of the Advisory Committee
Richard Robbins, *Chair* 82

D—Report of the Awards Committee
Nicholas Kolb, *Chair* 83

E—Report of the Committee on Community Relations and Urban Affairs
John Fixl, *Chair* 85

F—Report of the Committee on Continuing Education in the Professions
Louis Phillips, *Chair* 86

G—Report of the Committee on Continuing Higher Education for Women
Leslie Jacobson, *Chair* 90

H—Report of the ACHE Gift and Grants Committee
Frank Funk, *Chair* 93

I—Report of the Committee on International Continuing Higher Education
John Mapp, *Chair* 96

J—Report of the Legislative Committee
Wayne Whelan, *Chair* 97

K—Report of the Committee on Membership Development
Robert MacDonald, *Chair* 100

L—Report of the Committee on Non-traditional Education
Kline Johnson, *Chair* 101

M—Report of Committee on Older Adults
David T. Brigham, *Chair* 104

N—Report of the Committee on Professional Staff Development
Sam Bills, *Chair* 107

O—Report of the Committee on Public Information
Douglas Carter, *Chair* 108

P—Report of the Publications Committee
Edward Baumann, *Chair* 110

Q—Report of the Committee on Quality in Education
Lee Porter, *Chair* 114

R—Report of the Committee on Regions
Gail Nelcamp, *Chair* 116

S—Report of the Research Committee
Coy Hollis, *Chair* 117

T—Report of the Committee on The Two-Year College
Robert Moseley, *Chair* 119

U—Report of the Finance Committee
Robert MacDonald, *Chair* 121

V—Report of the Nominating Committee
Henry Malecki, *Chair* 123

W—ACHE Officers 1976-77
Members of Program and Local
Arrangements Committees 125

X—Roll of Past Presidents and Annual Meetings 126

PART I

ADDRESSES

President-Elect's Address

James R. McBride, Executive Director
Canadian Bureau for International Education

Mr. Chairman, Ladies and gentlemen, members of ACHE. Like the pedagogue that I am supposed to be, I will tell you first what I am going to talk about today and then talk about it. There are three items that I will cover: the first is the administrative structure and organization of ACHE, the second is my view of the need to communicate with the membership of our organization, and the third, my concern about my thrust in this organization for the next year.

1. This year I intend to have a look at the administrative organization of ACHE to insure that the committee structure reflects the needs of the organization. We must bear in mind that this is a volunteer and non-profit organization, and most importantly, that it is a constantly changing organization. Therefore, there is the ongoing need to re-examine ourselves. To this end, the Board at its mid-year meeting has agreed to look at a re-structuring of the committees of ACHE. Hopefully, we will decide on some changes that meet the above mentioned needs and will bring these back to the membership-at-large for their consideration.

2. I have been in this organization about ten years and in that time have served on the Board for three years, was off for a brief period, then re-instated last year as president-elect. Before I became a Board member, it was my practice, if something bothered me, to simply ask a question. When I was on the Board, I never held back the sharing of any information with any members of ACHE who asked me. I must admit, the year before I became president-elect, when I was off the Board and sat in the audience as a mere member, I had the feeling that the Board was making decisions that were not fully exp-

lained to me. It was an uncomfortable feeling, and I felt a lack of sharing and a lack of communication. I know most of the Board members personally and therefore know that they were not attempting to withhold information. Nevertheless, the appearance to the membership-at-large (and this has been voiced to me) is that there seems to be a lack of communication of information concerning ACHE. I intend to share information with as many of the members as I can, and I intend to have open communication with the membership. If any of you have questions, ask any of the Board members. Although I haven't discussed this with them yet, I am sure that they will concur that they will attempt to share with you as much information as they possibly can. If you have any concerns about the organization through the year, any member of the Board is only as far away as your telephone.

To show you just how open I really intend to be, I will give you my address, as I have recently changed positions. I am now Executive Director of the Canadian Bureau for International Education, 151 Slater Street, Ottawa, Ontario K1P 5H3. My reason for doing this is that I have just discovered that I have been left out of the membership directory for the 1977-78 year!

3. Now I would like to talk to you about my main thrust for the coming year:

Not so long ago, part-time students were second-class citizens. Now continuing education is where the action is. I am not sure that interest in part-time students is there for all the right reasons, and if next year there was a surplus of full-time students, that a surprisingly large number of colleges and universities wouldn't cast aside the part-time student. That fortunately is not going to happen. Part-time students provide resources to colleges and universities. In state institutions the part-time students count as full time equivalents and provide grants. In private institutions they provide revenue through tuition. Since part-time students do not place the same demands on institutions as full-time students, they contribute dollars to the system.

If, as I suggested earlier, a number of colleges and universities, given the chance, would drop part-time students, then the problem we face as continuing educators is to insure the integration of the continuing education unit into the institutional system so that the system will be totally integrated and can never be separated again. Continuing education now has clout by virtue of the fact that we generate dollars. What remains, is to institutionalize the revolution. Continuing Education must become an integrated major part of the college and university theme.

How one goes about integrating the system is a unique task for each and every institution. What works in one institution as an administrative organization does not necessarily work somewhere else. Next year then, besides continuing with what we are doing here, that is, providing a place where people can learn how to be continuing educators through staff development, I want us to focus on assessing the needs of our own individual organizations. Having done that, we can then build the best organizational structure to insure the success of the continuing education concept in each and every institution that is represented here. Therefore, I plan to have the program committee, headed by Dr. Leslie Jacobson of Brooklyn College, lead us in that direction, and knowing Leslie as I do, she will develop a program that is worthwhile. This is the task for the colleagues that serve on her committee.

One of the problems of talking to a group of continuing educators by someone from the field, is that I find I'm preaching to the converted. It is similar to the situation where the minister gives hell to the people in church about those who do not attend, when he really should be talking to the ones who are not in attendance. We can talk about continuing education and its place in the academic community until we are blue in the face, but its "them" that we have to convince. Having given a task to the program committee, the charge I put to you then as individual members of this organization is that you should arrange to bring to our next convention in Fort Worth your vice-president academic, or your president, or some influentual faculty member of your senate, or someone else that you feel could be useful to the continuing education unit on your campus, so that they can be exposed to us as continuing educators and so that they can learn about continuing education. If we cannot convince "them" or sell "them" on our ideas, then perhaps we should start rethinking our position. For it's only when you are challenged that you learn how good you really are or have to be.

Next year then, I would like each and everyone of you to bring a college or university official who has to be won over or who can challenge us so that we can do our job in an improved manner. In doing this, I feel that we will be practicing what we preach, and *that* is continuing education.

Keynote Address

THE ROLE OF CONTINUING EDUCATION IN THE EDUCATIONAL REVOLUTION

Presiding: *William Barton, President, ACHE, Dean Division of Continuing Education, University of Tennessee*
Speaker: *Timothy S. Healy, S.J., President Georgetown University*
Recorder: *Clarence Thompson, Editor, Continuing Higher Education*

One of the ironies of the twentieth century is that its best commentator on American higher education was an Englishman, Alfred North Whitehead. I should like to begin this morning with one of his comments that is germane to the subject of this conference. In his essay, *The Aims of Education,* he remarks: "Any serious fundamental change in the intellectual outlook of human society must necessarily be followed by an educational revolution . . . education which is not modern shares the fate of all organic things which are kept too long."

Before we address ourselves to continuing education, then, it might be a good idea to look at what has happened to education itself. At times in the immediate past, it looked as though education was not slated to continue. Those days are, we devoutly hope, behind us, but so much has happened that some retrospective glances might be helpful.

Within the last century American higher education has gone through a revolution. This is the "fundamental change in the intellectual outlook of (American) society" to which Whitehead refers. It began within thirty years of the end of the Civil War with the enormous expansion of the land-grant institutions. Teaching a practical rather than a classical curriculum, aiming at the many in American society instead of the aristocratic few, and working on the premise that the university existed to serve the needs of its society, the land-grant colleges worked an educational revolution almost as great as the political one which preceded them by a century.

A second change occurred mostly in the last forty years. Since World War II the shift in support funds has been dramatic enough to reverse the seventy per cent private ratio so that now only thirty percent of college students in the nation attend private institutions. This argues to a change not only in funding but also in social responsiveness. The public institution must be responsive to, accountable to, and in a very deep sense reactive to the needs of the public which supports it.

The third phase of our educational revolution is the one that meets that need, with a sensitivity and a completeness which I think is far too often unappreciated. This is the expansion of the community colleges across the nation since the end of World War II. Here the significant change was not merely in funding patterns, in control structures, or in public involvement. What has changed most deeply is that institutions of higher education have found a precise form in which they can be most delicately attuned to, most shrewdly responsive to, and most immediately accountable to the people.

It took the United States about 80 years to move from elite and aristocratic higher education into mass higher education. Essentially that job was really finished at the end of World War II, by the G.I. Bill. Then, in the brief space of the next thirty years, the nation has moved one further step in its revolutionary process. America has decided that everyone who wants a crack at higher education will be given one. It has not decided how to pay for this, nor has it been decided how best to articulate it. There are ambiguities and confusions all along the route, but we are no longer dealing with the national education goal of the 1930's, mass higher education. In the 70's, we are dealing with universal higher education. Every citizen has the right, and the public acknowledges the obligation to support that right, to advance himself educationally as far as his wits will take him.

Lest I be accused of fatuous optimism in that analysis, I hasten to admit that the revolution seems for the moment to have run out of steam. At least it has run out of dollars. Part of this is due to public disenchantment with higher education for which we have no one but ourselves to blame. For ten years we permitted ourselves the luxury of shouting, sometimes most rudely, into the teeth of those on whom we principally relied for support. In addition, we permitted ourselves the even more intolerable luxury of welcoming deep into our workings all sorts of outside bodies. Part of our motive for doing this was greed, and part of it must have been sheer stupidity. The result is our trade has lost its mystery. Courts, legislators, and every other public body with clout interferes continually in our business. We are surely no longer the darling of the American dream.

In addition, an even more ominous threat is upon us. There is a predicted 28% decline in the age group that normally sends students to college. We are really talking about 7, 8 and 9 year old who are already on the ground, and who can be accurately counted. By the time they get to be 18 or 20 there will be many fewer of them for us to recruit and educate. Thus the belt-tightening which began in the early 70's is going to continue until the end of the 80's.

In addition, there is a slow erosion of the number of youngsters who choose to go on to college. What the problem is we really do not know. We have had of late a spate of articles and books telling us that going to college is no longer "worth it." The basis of this is the most abstract and inane type of economic analysis which holds that the sum total of dollar earnings is the norm by which an education is to be judged. You can imagine the kind of republic we would have if we claimed that the only truly educated people were physicians. It was with some delight, by the way, that I saw the first part of Howard Bowen's studies begin to appear in the *Chronicle of Higher Education*. In dealing with the spiritual realities of higher education, he is far closer both to the actual truth of the matter and to the expectations of higher education the American people have always had.

On the other hand, despite the problems, I do not think that we ought to run down the flag. The compensatory factors on the landscape look very good for continuing education programs. There are at least three enormous currents sweeping the nation, all of which ought to bring joy to the heart of those engaged in continuing education. It seems to me that all the prophets who say the future is yours are in large part true. I have three reasons for feeling as sure about that as I do.

The first reason is the increasing sophistication of skills which it takes to run the 20th century, or even to keep up with it. This is particularly true in those areas which are known as "service areas." The social worker, the parole officer, the school teacher, the guidance counselor, the librarian, or the medical technician, the therapist, the hygienist; none of these enormously important people can rely any longer upon training which they received 20, 10 or even 5 years ago. The rather terrible rule of university curricula, that what 7 years ago was in the graduate curriculum is now taught to undergraduates seems to operate even more swiftly in the world of public service. Here universities are going to be stretched to their limit to meet the increasing demand made upon them for precisely tailored courses to bring professionals and other service people up to date.

When I speak of "service people," I do not mean to limit my remarks to the men and women who work for a living in "service areas." Many of the essential jobs that need to be done in our society depend on "volunteerism," and the people who are involved in voluntary associations see continuing education as a necessary tool to enhance their leadership. The association themselves, incidentally, will have exactly the same perception. A wide range of activities is performed every day in our society by persons who generously give time and effort to such organizations for reasons that have nothing whatsoever to do with annual income. Many of them will need formal training and education, geared both to their needs and to the needs of the institutions and organizations they serve.

That same audience is extended by those who from time to time involve themselves in local, state or sometimes national government as volunteers or on a semi-volunteer basis. Such people serve in state legislatures, on crime commissions, or on school boards, or in other county, state or local units of government. These people too need help; they need instruction; they need to have their skills tuned and refined.

The second reason for optimism flies in the face of current legislation, but the demographic facts bear it out. More and more people are retiring early. This is doubly true if you look at the public sector. As they retire, more and more people are looking for an interesting and sensible second career. They are increasingly unwilling to accept unsatisfying non-reflective and non-qualified work for this second career.

The best example of what schools can do about this was devised by a genius, Marguerite Holmes, who was Dean of Nursing at Hunter College. Marguerite decided that there was a well of untapped service in the uniformed forces of the City of New York which could be put to good use in hospitals. She persuaded the Fire Department and the Police Department to allow her to train cops and firemen as registered nurses during the last three years of their service. The result was extraordinary. Marguerite had read her clientele well, and there was serious interest among the men and women involved. These were people used to public service. Continuing it in a cleaner, neater and, in many cases, more lucrative way after retirement was attractive to them.

I would like to add one anecdotal note. Watching these 40 and 50 year old men and women graduate, knee deep in kids, having diminutive pins stuck on their chests by an equally diminutive Marguerite, highlighted one of the finest graduations I have ever attended. It was also one of the most significant. It seems to me that more and more we are all going to be approaching labor unions and asking them to write into their contracts higher education benefits for their members, particularly as they prepare to retire.

There is still a third reason for optimism. Continuing education for avocational rather than vocational or professional interests offers a greater potential for growth than has yet been realized. Shorter work weeks, longer vacations, early retirements, and longer life expectancy, as well as an over-all increase in average educational attainment, all combine to produce a steadily expanding market for continuing education programs that help people put to creative use the time no longer required to earn a living. People want to be able to share meaningfully in the life of the community and the society of which they are a part.

We ought to note one detail about this expanding market. While it has enormous potential for growth, it is probably the least understood by college faculties, by administrators, and by those responsible for funding higher education. The first two groups are hung up on the degree orientation of academic institutions, and feel that if a program does not lead to a recognizable degree, it is not worth the effort. In addition, we have sold the public so long on the notion that higher education is related to earning a living that we have to a large extent sold ourselves. Thus we have created, particularly in the minds of legislative bodies, linkages between a person's earning potential and his or her education. What we forget is that in any large and complex society like our own some people are not going to derive maximum satisfaction from the way and the place in which they earn their living. More and more in this society men and women are looking for alternatives to their income-producing jobs. They want to make use of their talents, gain personal satisfaction, and enhance their lives in ways that are not open to them in their regular jobs. If we are really going to respond to this market, we have an almost endless task, and as society grows more complex and more educated, the market itself can only expand.

If we meet this need we will accomplish much. We will broaden considerably the base of community support for continuing education. We will help a large number of our fellow citizens relieve the frustration caused by the underutilization of their talents in their normal daily work. To anyone whose job simply does not make adequate use of his talents or provide him with real challenge, an avocation or hobby can be an extremely important activity. An enormous body of just these people will avail themselves of continuing educational opportunities that increase their competency or expertise in a particular skill or subject area where they have a personal interest and to which they are committed.

Finally, there is the traditional audience of individuals who from time to time feel the need to return to some kind of formal system to meet their own needs for personal growth and development. These people come to a university or a college for courses in philosophy, religion, literature, economics or mathematics; they are, as they always have been, the bed-rock of support for continuing education programs.

I would not, however, be true to my own liberal arts background if I did not in all of this voice some reservations. The institution involved in continuing higher education, the college or the university, has a history and being all its own. It has rhythms, rules, and necessary protective structures and devices. It also has casts of minds, habits of service, and a shape to its imagination which must be understood and respected. Every time a university tries to be something other than it is, (and it usually tries to do this by doing something other than it ought) it falsifies itself, and if it continues long enough, it can quite simply destroy itself. We learned in the 60's that we are not soup kitchens, welfare agencies, or keepers of the peace "on the shores of Asia or in the Edgeware Road." We must perhaps learn in the 70's that we are not institutions that can respond to every public demand without conditioning the quality of our response. Above all, we must remember that we work without bringing our own tools, which are of the mind, the soul and the imagination, to the job we are asked to do.

These gnomic pronouncements are not meant to be threatening. What I mean is fairly simply. There are kinds of jobs we ought not to do, kinds of promises we ought not to make. To take the latter first: all over the subways in New York you see signs telling you that a college education will earn you $300,000 more over a working lifetime. That this statement is nonsense is proven by an equally obvious fact: we do not charge fifty per cent of that anticipated take for tuition. It would be a bargain at the price, if only the promise were true. Regrettably, or perhaps not regrettably, it isn't true and we ought to quit promising it.

The second danger, that people try to turn us on like water spigots, is equally real. There are things which do not belong in the spiritual world of a college or a university. We can train students to appreciate fine wines and good food. I am old fashioned enough to think that this is best done in faculty homes, but maybe we do need course work too. But the courses should help people to learn how to run restaurants, and thus perform a major public service, not how to be waiters, and thus limit themselves to a small one.

I believe that we need not succumb to these dangers. To avoid them, it would be helpful if all of us, especially those engaged in continuing education, kept two things firmly in mind. The first is that once we escape from the routine and narrowed world of degree work, we really are entering upon that part of intellectual exploration and exercise which ought to be fun. It is understood that the word "fun" has had a hard time in the United States of America. Santayana's definition of the puritan, "an individual who is terrified that somewhere, someone is having a good time," applies to more of our educational institutions than we like to admit. The kind of intellectual work that continuing education does, particularly when it supports personal or avocational interests, ought to be a kind of fun which works very close to the redemption of the mind and soul. It is the fun of spirit, of freedom, of exploration, of discovery; the fun, to put it in ancient Aristotelian terms, that comes from using our highest powers to their fullest extent on their worthiest object.

My second point is also instinct to the idea of a college or a university. At one and the same time that we strive to liberate the minds and spirits of every student who comes to us, we must also strive to create, in all the intellectual work we offer, a hunger for integration. The course work we offer to people, paticularly those interested in personal advancement or in the support of avocational activities, cannot afford to ignore the social and moral realities of life in the late 20th century. To the extent that an underlying ground of all our teaching is the "civic religion" which marks American life, we may be able to look towards an integration not only of a student's academic experience, but of his whole person into the society which he seeks to live in and serve.

I began my remarks this morning by quoting an authority on modern edution, Whitehead. I should now like to turn back to a former Chancellor of the University of Oxford, in his modest way a learned man, and a widely published one, and a man of wit and humor, St. Thomas More. He speaks in his *Utopia* of the problems teachers and scholars face in reforming kings and princes. He allows that it will never be possible for us "to pluck all evil and naughty persuasions" out of the minds of those who rule us. Then he gives a sane and serious set of instructions to those who must teach in a complex modern world. "You must not labor to drive into their heads new and strange information . . . But you must with crafty wiles and a subtle train study and endeavor yourself; inasmuch as in you lies, to handle the matter wittily and handsomely for the purpose. That which you cannot turn to good, so order it that it be not very bad. For it is not possible for all things to be well, unless all men were good; which I think will not be yet this good many years."

Address

PROFESSIONAL DEVELOPMENT IN CELANESE AND IMPLICATIONS FOR CONTINUING EDUCATION PROFESSIONALS

Presiding: *President-Elect, James McBride, Executive Director, Canadian Bureau for International Education*
Speaker: *Joseph F. Miraglia, Director, Executive Manpower Planning & Development Celanese Corporation*
Recorder: *Donald Brutvan, Acting University Dean, State University of New York at Buffalo*

(Editor's Note: Due to the absence of the scheduled speaker, who had been hospitalized, Frank Funk delivered a Telex copy of Mr. Miraglia's speech.)

Introduction

When Dean Funk asked me to spend some time with you outlining what we do at Celanese in executive development and possible implications for continuing educational professional staff, I must admit that I chuckled to myself. For you see, it seems like yesterday (although it is really about fifteen years ago) that the need for professional development became reality to me personally — while I was at Syracuse University in adult education. There I was, a relatively naive young Ph.D. just out of graduate school, who quickly tired of teaching basic communication courses and inwardly yearned for more exciting work.

I managed to talk my way into administrative work in the Continuing Education Center at University College. Sometime in the middle of winter, I settled down for an evening at home with a briefcase full of folders — each folder labelled so I could clearly know what specific program I was working on. Even though the chill winter evening winds could be heard outside my study, the perspiration quickly drenched me and I literally began to shake — my first experience with job stress. I yelled out to my wife, "Ruth, please come here and tell me what the (expletive deleted) I am doing. Look at these folders:"

Folder 1—Negotiation with General Electric to analyze grievances and implement appropriate training program for over 700 steward/foremen group
2—Police Academy Proposal
3—Peace Corps Teaching
4—U.S. Chamber of Commerce proposal for Communication Survey
5—Communication Class for Counselors of Underprivileged Children in Ghettos
6—Workshop in Conference Leadership for Church Sunday School Teachers

I felt fear, a complete sense of disbelief, that anyone could deal in an intelligent manner with these various projects that really didn't seem tied together in any logical way . . . And above all, I felt completely, professionally incompetent. So, I appear before you today, admitting that in many ways the type of projects and assignments that many of you continually work upon were the most taxing and complicated endeavors I ever experienced. So, if I come through in the remainder of my remarks as one of those snobbish business executives who attempts to present the image that we have most of the answers in professional development — you will all know better.

This morning, I would like to address with you three key areas regarding professional development:

1. Basic beliefs our Cooperation holds for professional development.
2. Some methodologies and techniques we use for professional development.
3. Examine possible applications of the above methodologies and techniques to the continuing education professional's own growth.

Basic Beliefs our Corporation holds for Professional Development

We hold 3 basic beliefs which strongly direct how we spend our money, time, and the efforts of a relatively large staff which includes 6 Ph.D. behavioral scientists and 15 managers of training and development. They are:

1. The best development for any manager is through the work he/she accomplishes. Nothing compares with successfully completing challenging work assignments.
2. A manager accomplishes work assignments basically by interacting with *superiors, subordinates, peers, functional relationships,* which in our corporation means someone who is not your immediate superior, but makes policy decisions that affect your area. For example, a company V.P. of Technical Divisions would have a significant functional relationship with the Corporate V.P. of Technicial Division, even though he is not his immediate superior. These four areas are what we call major management interaction areas.

3. Each manager differs significantly in how he/she gets the job accomplished in these four key interaction areas.

We simply accept as fact that managers differ significantly in intelligence, personality, ability to receive, process and apply information, and a full range of behavioral skills. The acceptance of these beliefs necessarily dictates then that professional development be manager-centered, rather than program-centered — that is, there is no single approach or program which will be suitable for all managers. The problem then becomes one of helping each manager identify strengths and areas for improvement-on-the job — from all key interaction areas: superiors, subordinates, peers and other key functional relationships.

Common Methodologies/Techniques Used in Celanese for Professional Development

Some of the major development strategies used are as follows:

1. We have a program called Career Assessment and Planning Program (CAPP for short). We at one time in the early days titled the strategy as Career Review Assessment Planning Program, but when top level executives began to call it Miraglia's CRAPP, we changed it to its present title. In the last 8½ years approximately 95% of Celanese's middle to upper level executives in operating companies have been/are presently involved in the program.

Tailor-made development programs are made for the executives through the process of a behavioral scientist completing intensive interviews with the executive, his subordinates, superior, key company and/or corporate functional executives who are familiar with his work.

As a first step, the behavioral scientist sits down with the manager in a lengthy interview situation, where he has the man or woman assess himself in the following areas:

The Manager

—Career potential, work history, personality and management skills

—Job description and key "make or break" areas. That is, those three or four elements of the position which must be done exceedingly well for even average performance.

—Problems encountered in last six months in getting the job done (and why)

—Individual relationship and communication with the immediate superior.

—Relationships and problems with peers, subordinates, functional and corporate.

—Strengths and weaknesses regarding 25 management skills we consider critical for success in our Corporation. They are as follows:

  —Technical knowledge

  —Ability to apply technical information

  —Interpersonal sensitivity

  —Company environment sensitivity

—Listening
—Reading
—Understanding
—Writing
—Problem Solving
—Creativity
—Formal speaking
—Developing subordinates
—Planning
—Control
—Delegating
—Budgeting
—Handling disciplinary problems
—Coaching
—Persuasion
—Counseling
—Appraisal
—Leading meetings
—Participation in meetings
—Giving instructions
—Motivating

Next, manager's superior, subordinates, peers and functional relationships are asked individually, through intensive interviews, to diagnose this manager's strengths and areas for improvement from their own selective vantage point, following basically the same content previously discussed. The data collected from these interviews is analyzed and a consequent individually-tailored development plan is prepared, recommending specific actions for improvement. The manager sees clearly how he, his subordinates, peers, functional relationships perceive his style of management.

Any individual's development program typically includes any combination of the following: counseling, in-house seminars, university and consulting company seminars, reading, job assignments, and internal organizational development meetings. The behavioral scientist has a number of feedback sessions with the manager where the above profile and development plan are discussed at length, and if the manager agrees, his superior's approval is requested in order to implement the plan. A copy of the plan is the only information put into the manager's personnel file.

The program is voluntary. However, I can only think of four executives in the last 8½ years who have refused to participate. The interviews are held in strictest confidence. Comments made about the manager are summarized and mirrored back — but never attributed to a specific source. All of the material is considered privileged, and if any material is wanted by a third party, the written approval by the manager is necessary before it can be released.

Let me take five minutes or so and actually read to you a profile that was developed for one of our managers. You need to know that he has been in this position for less than four years, and he has bottom line responsibility for a number of products. Hypothetically speaking, we can say his previous position was one of seven product managers — he was then promoted to director of this business group — e.g., the seven product managers now report to him. The profile which he has access to reads as follows:

SUPERIOR PERCEPTIONS

An exceptional executive who, when motivated, can evaluate business problems/issues/policies in a most thorough and competent manner. Excellent technical background which is needed for his position. A high degree of integrity, honesty and openness in communication. Responds quickly to problems with well-thought-out responses when they have his attention. Has grown considerably in total management performance and maturity since leaving his previous position, and is seen as having ability (some question about motivation) to be promoted one more step.

There is some concern regarding sufficient motivation to work hard enough on a more on-going, continuous basis. He sporadically gives the impression of working very hard and being on top of all key areas — other times, simply not digging adequately into major business problems — a trend which is perceived as having persisted over a period of time. Does not effectively massage decisions into the organization once they are made. Some tendency not to allocate sufficient time to key priority items — examples frequently quoted are "X" project (initially not enough time) and "X" business strategy (too much time). Although a vast majority of his energy should be spent in "X" business product matters when "Bottom Line" is considered, there is a general feeling that sufficient time has not been directed at learning, directing and strategically attacking other product areas. This is not to be interpreted as meaning non-familiarity, but rather a strong unified opinion that he has exceptional strategy assessment capabilities that for some unknown reasons haven't been operating at full capacity in regards to other product areas.

SUBORDINATES PERCEPTIONS

An unusually talented executive. Classified by all subordinate-level personnel as either "best" or "as good as any" executive they have reported to. Unanimous agreement that among many strong attributes, his overall business judgment, objectivity in evaluating business alternatives, and delegation of responsibilities to the appropriate level, are simply unmatched in total effectiveness. Adjectives shared by all when describing outstanding characteristics include intelligence, comprehension of data exceedingly fast, analytical, critical, assertive, resourceful, high level of energy, sense of urgency serious, tense, quick, honest and "unemotional when receiving bad news. He is seen as leading and participating in meetings in a very professional manner and is always accessible when needed.

His major forte, and area in which he receives the highest grade, is ability to have specific business strategies evaluated openly, completely and thoroughly in terms of broad policy objectives which seem to be consistent with overall corporate directions (although as discussed later, there is confusion in *what* these broad parameters are). Once these business strategies are evaluated objectively and have his agreement, there is wide-spread belief that he supports them actively and in a straight-forward way with senior level executives.

In summarizing perception of his subordinates, he is seen as generally permitting them to run their businesses on a day-to-day basis while addressing through him more critical and tactical strategies. He is unmatched in having current business strategies evaluated thoroughly and objectively.

Concerning areas that need improvement, there is complete agreement that little time or attention has been given in learning Blank Blank Businesses' products, in terms of their people, structure, and manufacturing processes, other than through financial and control reports. Very little effort has been made to "personalize the learning process." Many people indicated that decisions are made through both evaluating business reports and knowledge of its people. He is perceived as outstanding in the first and relatively weak in the latter. More effective leadership and direction is wanted in terms of integrating various business product organizations in a cohesive group. A number of critical issues such as human resource planning, social responsibilities, organizational structure, role and scope of staff, input into total group strategic planning, are areas frequently mentioned where sufficient concern and mutual interest exists.

In all cases, a need is verbalized to want to spend time in cases of informal, relaxed communication situations. Accessibility is not the issue — but rather the desire to share his thoughts, concerns, ideas in an environment where decisions need not be evaluated and made. A symptom of this need is frequently expressed in terms of broad parameters and objectives of the corporation which he understands, but they don't. More time with him would give them an opportunity to gain appropriate insights.

Subordinates generally feel that they really "don't know where they stand" with him. Appraisals and counseling are not seen as being done openly and completely. He is perceived as cool and aloof by most. He is open in all confrontations regarding business decisions, but uncomfortable and less candid in terms of performance.

And finally, although highest marks are given for forcing each product area to evaluate its current business lines and strategies in an unrelenting objective manner, there is a disappointment expressed regarding limited creative, entrepreneurial direction from above. New, different, unique ways of diversifying, organizing human resource policies, etc. are generally not initiated and/or climate developed where this type of discourse can occur. He will always respond brilliantly, but seldom initiates.

FUNCTIONAL/PEER PERCEPTIONS

Seen as bottom-line oriented — conveys feeling of action, objectivity, authoritative, problem-solving executive who exerts a presence and confidence. Extremely competent technically, and it is noted by many that this is crucial considering his position in the corporation. Increasing corporate emphasis on business products under his control for near-term profitiability and long-range growth are additional reasons cited for continued strong, effective direction by him. Personal adjectives used to describe him always include articulate, open, honest, intelligent, objective, well-organized, prepared, and a wide sense of curiosity. Functional/peers feel he is extremely influential within the corporation, but will not prematurely press for action/decisions before completely analyzed.

Major areas of concern noted were lack of excitement and involvement with Blank and Blank product strategies, accompanied with little evidenced innovativeness in these businesses. In a personal sense, other functions state very limited communication, a noted slackening over the last year. Sometimes seems hyper-sensitive if his conclusions are criticized in front of his superiors.

SUGGESTED ACTION PLAN

a. Initiate, schedule, follow-through meetings with staff from these product areas with open agendas — discuss their concerns.
b. Visit field more frequently.
c. Sit in occasionally on selected strategy reviews of these business product areas.
d. Attend Menninger Foundation 2-day counseling program for top corporate executives.
e. Two-three days away from work location, organizational development seminar with immediate subordinates, focusing upon identification of issues, policies, with which this group should be concerned with appropriate action plans. Need outside consultant for this assignment.
f. Lengthy time and effort should be set apart for preparing and carrying out performance appraisals. Read following material prior to interviews:
    —Celanese appraisal review methodology
    —Norman Maier's "The Appraisal Interview"
g. Conscious effort to increase communication/involvement in a more on-going basis.

2. Next we have a fancily titled program called Performance/Career Planning Review — which is what used to be the old appraisal interview. Every professional exempt person in the corporation meets a minimum of once a year with their immediate subordinate to discuss performance and potential. Each person individually completes his own form and then mutually discusses the following areas:
    —Major accomplishments
    —Areas where accomplishments were less than planned
    —Strengths
    —Areas needing improvement
    —Next career step within two years: promotion, lateral transfer, or remain in present position

--Major development activities planned for next year
—Final performance and potential rating

The employee signs the appraisal, and if dissatisfied with any aspect, can ask to have it reviewed at the next higher level of management. The key to the program is openness and the communication skill of the superior. (You cannot develop unless you have all relevant data.)

3. *Questionnaire Feedback* – Any manager can request a confidential questionnaire feedback. Our department will send to a manager's subordinates/peers/and lateral relationships questionnaires regarding his/her style of management. We will then compose an anonymous composite and sit down with the manager to study the results and make appropriate recommendations.
4. *Career Ladders* – Considerable time and effort is spent in having our managers informed about specific knowledge/experience/skills needed for their next level job. We are constantly forcing them and us to evaluate what they need to improve on to obtain that next step. On the other hand, managers are increasingly asking the corporation why they were not given that promotion. This two-way communication forces both management and the employee to spend considerable time analyzing strengths/weaknesses and what to do about them.
5. *Middle Management Development Program* – This program is designed to aid individuals identified very early in their supervisory careers to gain the knowledge, skills and attitudes to prepare them for achieving higher level management responsibilities. Each operating company selects six young managers who they believe have exceptional potential for growth, and they participate in a six-week program which places heavy emphasis on Career/Life Planning. They are forced to become knowledgeable about the burdens of higher management and how they might coincide/or not with their career life goals. The key to the program is the emphasis on letting these young managers know how they are perceived by the Corporation — and their need to evaluate job-related interests with personal career planning.
6. And last, but certainly not least, we have a staff of 25 training and development managers constantly putting on courses across the Corporation with such titles as interpersonal communication, career planning, evaluating your managerial style, professional learning labs — you get the idea. But the key to each of these courses is not to teach the ideal way to manage (there isn't any) but rather how to develop insights about how you impact upon yourself and others in achieving organizational goals. The focus is most strongly on preparing our managers to assess their environment.

I am not trying to leave you with the impression that this corporation is a social agency that happens to be involved in a "new fad" called "personal development through feedback on-the-job." From a corporate perspective, the main directive of the human resources department is to have managers available, prepared, trained and willing to fill positions that will open up or be created in the future according to the vagaries of business. A managerial talent bank is the purpose. As noted previously in the introduction, we believe the most important development is through successfully accomplishing the meaningful work assignment — and learning about oneself from the experience. Managers accomplish this task by involvement with superiors — subordinates — peers — and functional relationships. We spend considerable time, effort and money in assisting these managers through a multitude of approaches previously outlined in helping them diagnose how they are doing.

Now, let's look at this from another broader range societal perspective. I imagine at least one-half of you here have put on conferences in adult education with such titles as "Career Development — Take Hold of Your Life." Perhaps a number of you have participated in the course. Among other things, you read such books as Gail Sheehy's *Passages* and completed instruments titled "Self-Actualization Inventories," or "Self-Renewal and Life Planning." You wrestled with such items as factors that motivate you, value systems, analysis of your achievements and failures during critical times of your life, your skills/weaknesses, and how you would like to change your life, and maybe even finally developed a strategy to make changes. These experiences can be very valuable. The key to them is logical, self-introspection — a very difficult process because we are so emotionally involved with ourselves. In Celanese, and many other companies, we attempt to have our managers involved in self-introspection — using as much data from their immediate environment as possible — this is really the key to professional development.

Possible Applications for Continuing Education Professional Staff

I must admit that I feel much more comfortable describing our Corporate methodologies for development of managers than attempting to be so presumptuous as to apply these to your profession. Some of you represent large continuing education complexes, with sufficient administrative staffs and resources available for continuing professional development. Some of you are "one man or woman" shows, just attempting to break ground in continuing education areas. A number of you are trained in continuing education, while others are in the profession with a background ranging from drama to nuclear physics. Your specialities range from public relations, conference work to student counseling. In addition, your job activities are so diverse, covering everything from non-credit two-hour sessions to Ph.D. programs, from urban problems to senior executive education, from school government to federal grants, and so on. And last, but not least, none of you will have the large staff of professional development experts and resources that has as its one objective the professional development of the managers of our multi-national firm. But even though your backgrounds are different, to be successful you must manage whatever the resources available to you: faculty, adult students, your own staff, other administrators in the universities, in an attempt to implement educational programs. So, regardless of varied backgrounds, we have two common factors (1) the process of management, (2) our interest in improving how we manage.

Let's assume that the tenets most corporations hold are true, that is to repeat one more time, identified before as:

1. Most important development is obtained by successfully completing challenging work assignments.
2. Diagnosis of how you are doing is the most critical aspect of development.

Then, how are you doing? How do you really know? More specifically . . .

1. Do you have a formal appraisal/evaluation system where you sit down with your immediate superior to discuss achievement, objectives not accomplished, areas for improvement, among other things? I sense that considerable time and effort in universities is spent on evaluating professors — but not much on administrators. Perhaps the process of evaluating the professor for tenure and promotion is essential, but in my view it is equally important to determine how well an administrator can manage.

   It is quite simple to initiate such a process — merely ask your immediate superior to get some time aside to discuss your performance and potential for promotion. A complex formal personnel system, complete with intricate rating forms is not needed — merely a little initiation.
2. I spent considerable time earlier explaining how we assist our managers in obtaining data about themselves in their work environments. It seems that in many ways your responsibilities necessitate working with numerous personnel — other administrators, faculty, students, and outside organizations. Is it possible to develop strategies whereby you can obtain anonymous input about your strengths/areas for improvement? There are valuable resources available to you in psychology, education, business departments that could be used as task forces. Some seed money here could possibly be used wisely. I know of one large university in the South that is taking this step. Last year the Chancellor had an "executive profile" of himself developed by a project task committee of the university, headed by the Dean of the School of Business. This committee considered the Chancellor as an executive who interacted with numerous superiors, peers, subordinates and outside resources. They interviewed:

11—Vice Chancellors, Assistant Vice Chancellors, Directors
9—Deans
30—Department Chairpersons
17—Faculty
6—Administrative Staff
5—Students
2—University Board of Trustees
Chancellor himself

The 20 page report, which the Chancellor let me read, clearly identified how he was perceived in all areas — both strengths and areas for improvement.

The Chancellor now has a development program for himself based on hard concrete data. The next step is for the Vice Chancellor and Deans to participate.

I know perhaps we don't really want to know about our weaknesses, but such "head-in-the-sand" self-delusion won't help anyone develop and advance.

3. And, perhaps the task committee described above is too complex. Then, a relatively simple process of questionnaires/feedback can be undertaken. Relatively brief questionnaires can be filled out on how your management style is seen by others and fedback anonymously. Your psychology, education, business department, among others, can be helpful here. There are probably a number of professors from your institutions consulting with numerous companies, using these very instruments. Perhaps they will give you a discount!
4. *Career Ladders* – if you do well, what can you get promoted to? What and where is the next position upward for you? And what does it take for the next step? What skills/knowledge/experience do you need to obtain in order to successfully be promoted? Perhaps your hierarchy of jobs is simply a span of 4:

Dean
Assistant Dean
Director
Program Administrator

If you feel that there's no room at the top where you are, there's always a career ladder somewhere else.

Well, what does it take for that next step? Sophisticated career-ladder programs that many corporations have are probably not appropriate. However, the principle of knowing what areas one needs to improve on to be considered for a promotion is the same in business as universities. So, why not initiate that type of conversation, if you haven't already.

5. Perhaps the complicated feedback techniques discussed such as formal appraisals, questionnaires, project teams that interview your work environment, are too complicated and/or expensive to apply in your own situation, but you would still like to start somewhere. May I suggest a rather simple technique that has worked for many people in various organizations. Simply write out on a piece of paper the answers to the following five questions:

a) Describe three or four make or break elements in your present job and how you are doing in each.
b) What is your major strength and major weakness in relationship to those you supervise?
c) What is your major strength and major weakness in relationship to your critical peers?
d) What is your major strength and weakness in relationship to your immediate superior?
e) What development step should you take to improve each?

After you have completed these, simply distribute your responses to your superior, subordinates, peers and spend time with each discussing them. Most people who have followed this simple, but somewhat threatening move, have usually been astonished about the results.

6. And finally, it is difficult in business to describe professional development without noting the significant amount of research over the last five years which has addressed itself to why some managers are more successful than others (success usually measured by salary and promotability). Yet, I think it is important because it not only has implications for businesses, but also your profession. Let's cite two basic researches which have been published, and one that must be kept anonymous:

a) *General Electric* — Behavioral scientist of General Electric studied the career progress of 1,360 technical college graduates hired into the company over a period of 10 years. Those who were successful as compared to those who weren't (success measured by salary) were significantly influenced by:

1. Having bosses who were promoted
2. Participating in task force assignments
3. Moving through different organizational functions of the company
4. Having a technically challenging first full-time assignment.

b) AT&T — Studied 274 managers during their first eight years in the Bell System (including those who left). Unlike most research, they kept data away from personnel files. Through the *assessment center* approach, they classified recruits basically into those who had excellent long-range growth potential vs. those who did not. Successful managers (measured by higher level of promotability) were significantly influenced by:

1. Structured versus unstructured assignments
2. Job stimulation and challenge
3. Achievement models of bosses (bosses concerned, perceive as one of their primary responsibilities the promotion of their subordinates)
4. Supervision from bosses ("Open Communication").

c) *Large Corporation – Located in Northeast* – Last April completed a study of high potential people who had left the company. The three major reasons for leaving were:

1. The work challenge was not up to the person's abilities.
2. The person did not know where he/she stood with the boss or the company.
3. The person felt he/she had no opportunity to discuss his/her "own situation" with the company.

Central themes of the research seem to be rather clear, and they are reinforced by our Corporation's own experiences. That is, more successful managers in terms of promotion and salary seem to:

a) Have effective communication with their supervisor and/or organization in terms of assisting them in diagnosing their performance and career movement. The implication for you seems to be obvious — that has been the central thrust of my message today.

b) Have early multi-challenging experiences, including movement in various functions and task assignments. In terms of possible application

> for us today, is it possible that continuing education professionals can begin to build up some data on successful career routes in your discipline. Perhaps, this has already been done. If not, it would seem that perhaps through ACHE and other interested groups that research begins to deal with some issues that we are concerned with in business — that is, why do some people do better than others? As trends become salient, it becomes exceedingly helpful in the area of professional development because we compare ourselves to some logical criteria for success.

In summary, as experts in adult education, you all believe the psychological research that has accumulated over the years in terms of individual difference. Simply stated, you would all agree that people differ in range of intelligence, personality, behavior and interpersonal skills. Consequently, professional development in complex organizations must as a first step help individuals assess what effect they have on their organization and vice versa — through the tasks they must accomplish with the skills they possess. It is that simple . . . and that complex.

Address

GROWTH-ORIENTED LEARNING ENVIRONMENT

Presiding: *Lewis Popham, 3rd, Dean, Continuing Education & Summer Session, State University of New York, Oswego*
Speaker: *Donald T. Rippey, University of Texas at Austin*
Recorder: *Gloria Rayburn, Jefferson Community College*

It is good to speak to a group whose "time has come." Many groups, especially college administrators, are worrying about lower enrollments and fewer dollars. Continuing education, on the other hand, has chalked up the largest (often the only) gains in higher education this fall of 1977. Part-time enrollments are up while full-time student enrollments are down.

I want to talk with you concerning those issues that are all a part of my topic, growth-oriented learning environments. First, I want to define what I mean by growth-oriented learning environments. Next, I plan to provide some ideas on how administrators of programs can provide or shape such climate for their programs, and conclude with some thoughts on how you can provide instructional leadership for your faculty members in their efforts to provide a similar climate for their students.

What is a growth-oriented learning climate? In my view, it is a climate where everyone grows; custodians, administrators, secretaries, faculty, and most importantly, the students. The chief characteristic of such an environment is love and caring. The outward sign of such an environment is a congruency between the institutional goals and the individual's goals. This congruency is evidenced by open and honest communication, little "game playing," little or no rank and status exhibitions, and a willingness to share in tasks at hand even if some don't quite fit ones job description!

The other element that is required for a growth-oriented learning environment is controlled directly by the faculty. This is organization of the cogni-

31

tive materials that support the course objective presented in a manner that affords almost all of the class an honest, realistic chance to achieve them. No person can give another achievement; grades yes, but each of us must earn achievement. It is, unfortunately, so easy to prevent a student from achieving even when he tries very hard to do so that we view these teaching errors as student incompetency or laziness. Bloom, Alschuler, Roueche and other researchers have provided ample evidence that if cognitive materials are properly organized, presented in a variety of strategies encompassed in a climate of caring, most of the student's learning problems disappear and achievement replaces them.

One common problem, I believe, especially in adult continuing education, is that the administrators of the program fail to view their jobs as one of enhancing learning. Most of their time is spent on process-items such as scheduling, employment, budgets, and other logistics, rather than upon means of improving the product, e.g. bringing about learning. The difference in these views of the job seem to be the difference between a manager and an instructional leader. Managment is important, but I believe leadership is more important and is a higher order skill.

How can an instructional leader build this type of climate? First, by modeling it. Do you know your faculty members' names? How about secretaries and custodians? Knowing each other is the first step to a caring climate. This is even more crucial for part-time employees since they are told by the system in so many ways that they are of lesser value than full-time, tenured faculty.

Secondly, you can provide activities such as workshops, orientation, retreats, socials, and other activities which provide time and opportunities for all of the various groups making up the organization to get to know each other. From this "knowing each other" will come trust, and with trust, a caring organization can be built.

There is no real problem to creating a "caring" climate if the chief administrator desires one. Research is clear that time spent in building such a climate actually pays off in increased cognitive learnings on the part of students. This is serendipity in terms of organizational climate, for the rewards that flow to organizations from acquiring a caring climate are more than sufficient to justify the time spent on achieving one. The costs in time are about the only costs. The final issue, and perhaps the most important, is how administrators of adult and continuing education can assist the faculty members in creating a growth-oriented climate within their classroom.

Perhaps it's too obvious to state that this will never happen unless you want it to. Unfortunately, most classrooms are not growth-oriented; it is true only for those few rare teachers who do create such an environment and hence have achieved a reputation as great teachers. They are your stars! What I'm talking about is how to assist all of your tachers to become stars. To provide this type of leadership, you must set aside time and plan activities for faculty to assist them in understanding the importance of learning to build a growth-oriented climate within their classroom.

Alschuler et al studies clearly indicate that time spent within a classroom on achievement motivation, climate building, and other affective activities pays off in increased cognitive learning, even in psychomotor skills such as typewriting. Motivation is undoubtedly the link between climate and cognitive achievement. A "caring" climate that says to a student, "we care about you, we believe you can achieve, we will work hard to help you achieve" is a powerful motivation. This is especially true for students who have a background of poor achievement in cognitive skills. Ruoeche, Mink, Rosenthal, Bloom and other researchers have accumulated a wealth of evidence to debunk the assumptions that persons are born with fixed intelligence, that all begin at the same place when class begins, and that increasing motivation is an area that is separate from classroom teaching and is beyond the skill of regular teachers.

I repeat — you can improve faculty turnover, student retention, organizational morale, cognitive learnings, and perhaps, most importantly, all organizational members' feelings of self-worth and value if you want to. The techniques are available, many persons are available to assist you, and the costs in time and money are low. I urge you to take advantage of your "time in the sun" — don't blow your opportunity to move from management to leadership. You have both my best wishes and my faith that you will provide a growth-oriented learning environment.

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PART II

WORKSHOPS, PROBLEM CLINICS AND RESOURCE CENTER

Workshops

TWO YEAR COLLEGES

Moderator: *Richard Meagher, Fashion Institute of Technology*
Resource Persons: *Raymond Witte, Delgado College*
Victor Lauter, New York City Community College
Recorder: *William Young, Dawson College*

In his opening remarks Dr. Meagher indicated that this workshop would consider the development of continuing higher education instructors in terms of those characteristics, problems and solutions which are specific to continuing education within two year colleges. He highlighted the significance of the theme by making the point, via a quick show of hands, that a majority of those working within continuing higher education do not have specific training in the field, and further, that most institutions offering continuing higher education do not request such training of faculty.

Dean Lauter spoke of educational professional development programs for the continuing education staff of two year colleges, and he offered the experiences of his institution as an illustration of one approach. At NYCCC the primary goal of staff development is to improve the effectiveness of the practitioner both as a teacher and an administrator of programs, and to foster a better understanding of the role and relationship of continuing education within the larger institution. The Continuing Education Division is responsible for the delivery of non-credit offerings, and the staff consists of five professionals and several hundred part-time project coordinators, teachers, counselors, etc.

To encourage on-going staff development, they have adopted the following methods:

1. Staff meetings include the sharing of intricate and difficult problems related to increasing effectiveness and follow an agenda developed by the staff.

2. Seminars and workshops are held for the benefit of staff working with specialized groups for the first time, i.e. the elderly.

3. Staff is expected to become involved in the affairs of the college according to the concepts that, as continuing education is a department of the college, it should function at that level of decision-making within the institution.

4. Whenever funding permits, travel monies are made available to staff.

5. Staff is requested to assume responsibility for the field-work supervision of professionals in training assigned to the continuing education department, i.e., several social work students do their practicum at NYCCC, under the supervision of the continuing education staff.

6. Cooperative and positive program development and evaluation are encouraged so that the over-riding tone within continuing education is one of working together rather than one of competition, and within the framework of the different programs accomplishments are recognized and rewarded.

At the conclusion of Dean Lauter's presentation, a brief discussion ensued, with the following comments offered:

> In response to a specific question Dean Lauter suggested that one method of recognizing accomplishment is to invite individuals associated with a project to move to another upon its completion and/or to move into program coordination or program counseling, or into other areas of the college.
>
> The very nature of non-credit continuing education presents problems and a challenge for the degree-granting part of an institution. While there are no short cut answers as to how to avoid this reality, Dean Lauter suggested that once continuing education has established its ability to survive, it can further its cause by involving college personnel in its activities, by being public-relations conscious, and by generally doing things well.

> An interesting approach to staff development is the use of case studies at staff meetings, and was settled on at NYCCC only after they had gone the route of engaging outsiders and being dissatisfied with the results. It now is found to be more worthwhile to employ the case study method once a month around an agenda developed by staff (involving both professional and non-professional staff whenever possible.)

Dr. Witte, Executive Dean of the Community Campus of Delgado College, Louisiana's only accredited two year community college, began by commenting on how much more flexible the community college approach to continuing education is than that of the university — and offered the opinion that of all the institutions providing continuing education to adults, the community college is the most appropriate. Then, focusing on staff development, Dr. Witte stated that it all begins with the selection of staff members who are highly imaginative, for from that base incredible things can be built.

Staff development at Delgado is offered in a number of ways, most of which are linked to the college staff development program — one which both encourages individuals to continue their graduate studies and promotes a wide range of activities on campus.

With respect to Delgado, Dr. Witte considers all of this to be valid in terms of adult education since the average age of students at the institution is 29, and thus it can be assumed that all students are adult students.

The comment was offered from the floor that one cannot underestimate the importance of staff recruitment in continuing education, and that in seeking imaginative people one must be certain they understand the concept of continuing education through community services, and that they have a sense of the potential of their own personal growth. Further, once such individuals are hired it is important that they be utilized in ways that profit them as well as the institution.

In response to a question, Dr. Witte agreed that the active participation of staff in conferences is a very valid method of staff development, particularly if the participants are then asked to share what they have learned with their colleagues upon their return home.

As the workshop drew to a close, one participant pointed to a recent back-page essay in Newsweek (the first or second week of September) dealing with the doubts and fears which frequently keep adults from going back to college. General agreement was expressed that more often than not, adults who have been out of school for a while are scared to death of institutions of higher learning.

The final suggestion offered was that institutions might find it worthwhile to develop a bibliography which could be made available to people working in the field of continuing education.

Workshop

UNIVERSITIES

Moderator: *Lee Katz, University of Michigan*
Resource Persons: *Frank Santiago, Brigham Young University*
Sam Bills, University of Tennessee
Recorder: *Nicholas Kolb, Johns Hopkins University*

The purpose of the workshop was to discuss the theme of the conference, "Growing With the Profession: The Development of Continuing Educators." It was assumed that everyone had read the paper prepared by Alexander Charters, "Professional Development of Educators of Adults."

In his remarks, Frank Santiago indicated that relatively few educational institutions provide formal professional development programs for their staff. In fact, many organizations are not fully aware of their specific purposes and objectives.

One of the problems associated with professional development is that they do not involve everyone with administrative responsibilities. Top level administrators within divisions are the ones who attend conferences or meet with consultants to improve their competence. In order to promote effective management, professional development opportunties must be provided for everyone.

Santiago raised several questions:

> **"As a professional educator of adults, when was the last time you were involved in a continuing education program as a learner? If you could have your choice of any training within the parameters of your own professional development goals, what would you choose? What are you doing about it? Are you organized for learning or are you waiting for something to happen? Too often we wait for the sponsor or institution to develop a professional development program rather than take the initiative. It is possible that what you are seeking is available within your own institution without cost."**

It is ironic that we visit businesses and agencies within the community in order to sell the "Gospel of Lifelong Learning," but we do not want to bother with a program for ourselves. The initiative should come from the learner. We need to find reasons for developing a professional development program rather than excuses to avoid any action.

Santiago suggested the following guideline:

1. Identify your professional needs.
2. What can you provide in terms of time, money, and other resources?
3. What is available from your institution?

Some examples of resources available through institutions:

1. Hundreds of credit and non-credit classes
2. Opportunities to attend conferences and special workshops sponsored by other institutions
3. Professional leave
4. Library and faculty resources

Sam Bills related his experiences derived from his 14 years at the University of Tennessee as one model of professional development. The basis for this model is a senior administrator with an attitude of helping to develop people and a philosophy of doing everything within his or her power to make professional staff development a reality. The major component of this model is the intensive discussion during the professional meeting sponsored by the ACHE.

The senior administrator provides funds for a large number from the staff to attend professional meetings. In addition to the information obtained from the presentations, staff members also have opportunities to talk with the leaders in continuing education on an individual basis. Quite often one of the nationally known leaders in continuing higher education would be invited to dinner during the national conference so that everyone on the staff could really get to know his philosophy about his profession. Several of these leaders have published books which should be part of the office's continuing education library.

Attendance at professional seminars is also recommended in addition to the "mentor" approach. It may be possible that ACHE can become more active in promoting these programs, or they could be sponsored at individual institutions.

During the question and answer period, some formalized professional development programs were cited:

The Kellogg Team Leadership Program (Foster S. Buchlel)
Main Event Management Program (Modelnetics)
Center For Planned Change of the American Association of State Colleges and Universities

There are several methods of providing professional development experiences for the staff. If funding is available, contract with a consultant to present an "in house" program. The alumni association might be a source of funds. Ano[illegible]oach would be to pool the resources of several nearby colleges to contract [illegible]tionally known consultant to present a program. Finally, an individual could attend a conference, then return to give a seminar to the rest of the staff.

The discussion also addressed the fact that minority participation in continuing education is falling. We need to be alert to a diversified population and act as a catalyst to provide programs for them. We need to become aggressive in our recruiting even to the point of convincing students who have no interest in college that they have the ability to change their lives by developing new competencies.

We need to educate the community and ourselves.

Workshop

MEDIUM COLLEGES

Moderator: *Mercedees Uzzell, Norfolk State College*
Resource Persons: *Curtis Moore, Rockford College, Joseph Strain, Suffolk University*
Recorder: *John Fiset, Concordia University*

The moderator indicated that Dr. Strain would reply to the first two questions raised in Dr. Charters' paper: (1) What is professional development all about, and what does it mean to me? and (2) What is the goal of professional development and what are my objectives? Dr. Moore handled the other two questions: (3) What are the elements (e.g. activities, finances, evaluation) of professional development and what are some guidelines for me? and (4) How to start a professional development program moving and how do I get started?

Dr. Strain took the approach that the paper presented by Dr. Charters was not theoretical; thus he decided to approach the problem from a theoretical view point. He started by defining the significance of a profession. It is an occupation that has a theoretical basis and considers intellectual skill. The combination of theory and intellect will distinguish it from what we would normally consider the non-professional activities, even though many occupations call themselves "professionals."

Dr. Strain examined the essential elements of a profession and suggested the following five points: (1) It is based on systematic theory. (2) The authority of a profession is recognized by its clients and by professional groups. (3) A profession has a broader community to sanction its authority (e.g., accreditation certification). (4) A profession has a code of ethics. (5) A professional culture is sustained by formal associations (example: ACHE). He also pointed out that professionalization is a process and as such contains a sequence of stages. These stages identified by Caplaw are six-fold:

1) Establishment of a formal association. (Keep out the unqualified.)

2) Changing the name of an organization to reduce previous association

with occupational groups. (ACHE has done this.)

3) Development of a code of ethics.

4) Engage in political agitation in order to gain public support and maintain certain barriers.

5) Concurrently develop training facilities.

6) After some form of contact with competing associations, establish a type of working relationship.

Dr. Strain suggested that the administrator in Continuing Education is in a complicated position, resulting from the potential conflicts in the roles of the administrator and the teacher. He reviewed the work of Clark which suggests that there are several typical complex situations, which include the following:

1) Professionals resist bureaucratic rules.

2) Professionals resist bureaucratic standards.

3) Professionals resist bureaucratic supervision.

Dr. Strain went on to point out the advantages and disadvantages of professionalization. The advantages he indicated were:

1) It improves the status of an occupation.

2) It improves salary.

3) It maintains and improves standards.

4) It protects the members against interference from public and government agencies.

5) It can be a method or road for advancement for minority groups.

The disadvantages he suggested are almost the reverse and include the following:

1) It can become exclusive.

3) It can set up barriers.

3) It can become elitist.

4) It can become conformist.

5) It can permit the delusion of ethical standards.

At this point Dr. Strain drew the participants' attention to the necessity of a harmonious balance between personal activities, e.g. home and family, and professional activities. He raised the question: "How many active professionals have an unsatisfactory personal life?"

The next part of his presentation dealt with question (2): "What is the goal of professional development, and what are my objectives?" Dr. Strain suggested that his goal in professional goal development was to provide better service for the clients. He felt that this must always be kept in mind in making decisions and formulating policies, and in taking the necessary steps to advance oneself professionally. He presented the following list of suggestions:

1) One must master a certain minimum amount of theory on educational administration. (example: MBO)

2) One must master a certain knowledge of theory concerning the teaching of adults.

3) One should attempt to improve one's skills in major areas of administration, specifically in planning, organizing, staffing, coordinating and reporting.

4) One must master the application of new technologies and new techni-

ques. (e.g. new AV material, transmission materials)

5) One must learn to weave one's way through the labyrinths of professional culture. (e.g tenure)

6) One must improve one's public relation skills both internal and external.

7) One must improve one's leadership skills.

8) One must attempt to develop creativity in oneself as well as in the faculty.

Dr. Moore addressed the last two questions. He felt that he has tended to be more practical than theoretical, and made the suggestion that when one examines guidelines for professional improvement or development, he must consider his environment. (He cited his own situation, which was essentially the format of a one-man show with two secretaries and two faculty advisors.)

For Dr. Moore, professionalism included the total institution. He felt that internal professionalism was important for all members of the college, faculty and staff, rather than specifically for his own limited office staff. He took this approach because many of his faculty came from the community. He felt that internally he had to educate the specific deans and individuals concerning the needs of the adult student. His basic approach was to hold a meeting in the fall and spring for those individuals who would be teaching adult learners. At this meeting he discussed the attitudes and needs of such students. His own staff members and advisors were required to participate so that they would understand the target population. In order to finance this, he took the necessary money from his instructional budget rather than design a specific budget for this purpose. Dr. Moore pointed out that each faculty member is evaluated the first three times that he teaches a program, and intermittently thereafter, to help him understand how he is perceived by the community. (Dr. Moore found it interesting that the ones most interested in this evaluation were those teachers hired from the community.) He felt it important that his staff be aware of the student's viewpoint of the faculty and had reports made to this effect.

In the area of the second question: "How does one start a professional development program moving, and how do I get started?" Dr. Moore suggested one of the best ways is to retire, resign early and continue up-dating. On a more practical view point for those who cannot do this, he made three pertinent suggestions:

1) In the last 18 months he held a staff meeting every Friday morning from 8:00 - 9:00 a.m., during which time there was no interference. The purpose of this meeting was to review the week, discuss specific cases, and determine the best way to handle specific situations. During these meetings it became clear to staff members that they did not have all the answers; thus staff people realized their limitations and their resources.

2) He felt that one of the best methods to up-date or to professionally improve oneself was to join ACHE. He felt that this organization was the best and most inexpensive source to get a staff member professionally oriented.

3) He felt that if one came across good material in the field, one should have his staff read it and subsequently initial it. This is a procedure that he

had been following for the past several years.

A series of questions were raised by the participants on structure, for example: "What is the size of your Continuing Education Unit?", "What does your secretary do?", "How many people do you actually have working?" One question raised relating to professional development was whether or not Dr. Strain used management by objectives. He replied that this was not specifically done and felt that it may be difficult to apply to teachers. This was not the feeling of one of the members of the audience as he suggested that one could actually use the system for evaluating staff. Dr. Strain felt that it would be more appropriately used for evaluating such things as professional development programs, i.e. What do you plan to do in the upcoming year versus what you have actually achieved?

A series of questions were raised concerning programming and use of non-traditional courses, as well as the concept of the Continuing Education Unit, its application and its respectability. In an attempt to bring the participants back to the original theme of the workshop, the Recorder called attention to a series of questions concerning policies and practices for their consideration: (1) Must the program be job related? (2) Are there limits on the amount of funds provided? (3) Must the program result in college credit degrees, CEU's or other types of recognition before our funds will be paid? (4) Should funds be given in advance or after completion of all or part of the program? (5) Are funds provided to volunteers as well as to appointees?

The results were inconclusive inasmuch as a number of individuals had not received the necessary background material prior to their attendance at the conference.

Workshop

EVALUATION OF PROFESSIONAL DEVELOPMENT

Moderator: *Lee Porter, Roosevelt University*
Resource Persons: *Roman Verhaalen, Johns Hopkins University*
Ronald Hilton, Rochester Institute of Technology
Recorder: *John Morris, University of New Brunswick*

Within the context of a university continuing education operation (be it a department, school, college or whatever), professional development should be a key concern. In this sense, planning and evaluation as applied to individual performance become critical processes in the assessment and development of individuals and programs within the continuing education operation.

Why is evaluation of professional development important? What are some of the features or dimensions of the evaluation process? Under what conditions should a staff evaluation program be introduced? Several colleges and universities appear to have some form of staff evaluation or performance appraisal program and are wrestling with these critical questions and related issues.

Reasons for having an evaluation program will vary among institutions and will reflect organizational characteristics and interests. At the institutional or organizational level, such a program might be implemented for the following reasons:

1. to ensure quality control features in both programs and instruction;
2. to provide a measure of accountability to the general public and the clientele served;
3. to avoid possible legal repercussions under increased "consumerism" in the educational marketplace.

From the viewpoint of individual staff members (i.e. instructors, administrators, program officers, support staff, etc.) evaluation of performance can be useful in order:

1. to improve individual competencies and understandings;
2. to decrease isolation within the organization and to increase feelings of belongingness;
3. to improve interpersonal and working relationships within the organization;
4. to provide a means for assessing leadership skills;
5. to obtain concerns from colleagues regarding issues and problems related to performance, programs or institutional policies.

Since there are various levels and types of evaluation of professional development, it is essential to identify the various forms that will be used and to develop a statement of the purposes and procedures to be employed for each. Evaluations or appraisals of administrators, program officers, and instructors require different approaches, but could be viewed as part of an interrelated system of evaluation. Evaluation of courses, program effectiveness and marketing strategies are other dimensions of evaluation as well.

Closely linked to evaluation of professional development are such functions as area or unit planning by staff supervisors; preparation of individual plans of work; regular self-assessments of performance; and annual training or professional growth opportunities.

Experience reveals that any evaluation or performance appraisal program must be carefully designed and introduced if it is to be effective as a regular feature of the continuing education operation. Senior organizational personnel must be committed to a process of evaluation as a growth producing vehicle. There appears to be a high correlation between the emphasis placed on a staff development program and the adult education interest or background of the president of the institution and dean/director of the continuing education operation. Design of the policy statement and procedures must include contributions from the staff who will be ultimately involved in the process. In this regard, often a departmental workshop or "retreat" is useful as a means for accomplishing this task. A climate of trust must exist or be developed in order to foster the necessary relationships for on-going staff development. Evaluation, assessment, performance appraisal or whatever, should be considered primarily as an opportunity to facilitate growth and development of staff members.

A number of institutional or even departmental features can enhance the evaluation process and the development of staff. Several institutions are incorporating such things as learning/teaching development centers, incentive grants for innovative staff development projects, full-time staff development offices and officers and annual retreats for faculty and program administrators as components of an overall staff development program operating in conjunction with an evaluation or performance appraisal process.

As experience is gained in evaluation of professional development through application of policies in various institutional/organizational settings, additional questions are emerging. For example, how do we evaluate evaluations? Who evaluates the evaluators? How do we make allowances for differing perceptions of evaluation by teaching faculty e.g. a full-time faculty member with tenure compared to an adjunct faculty member with a full-time vocational interest in something other than teaching? What about evaluations of administrators by faculty or by students?

At this point, the consensus of opinion appears to suggest that professional staff development and evaluation of performance are important components of a continuing education operation. Only through more experience and a broader sharing of such experiences will information and knowledge be derived to answer some of the critical questions surrounding this important task.

Workshop

PROGRAMS AND ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Moderator: *Kenneth M. MacKenzie, State University of New York*
Resource Persons: *Leslie Jacobson, Brooklyn College, Wendell G. Rayburn, University of Louisville*
Recorder: *William F. Murphy, Fairfield University*

A. Introduction:

Dr. MacKenzie introduced the workshop participants and explained to those attending that the topic would be presented in two parts. Dr. Rayburn would discuss professional development from an institutional approach, followed by a discussion of approaches for the individual by Dr. Jacobson.

B. Institutional Approaches to Professional Staff Development:

Dr. Rayburn stated that the change in college and university enrollment patterns which have made adult students the new majority makes the competent administration of the continuing education program a requirement for the institution. However, there is little to suggest that the study of adult education is required or even desired for entry into the field. We have tacit agreement that all educators of adults should continue their learning in terms of professional development because this process provides the growth we recognize as essential.

Dr. Rayburn listed three principal areas of practice for continuing education and staff development: the service agency and its employees, the school and its constituents, and the professional association and its numbers. A common forum for professional development is upgrading through graduate programs, but this is inconsistent with the mainstream of continuing professional education which is not degree oriented but has the flexibility of being credit or noncredit.

47

The institution which conducts adult education programs may enhance and facilitate the development of its staff by sponsoring self-development programs. Universities have responded positively and officials will make commitments to professional staff development if the need is demonstrated. Dr. Rayburn suggested a 5 stage approach to development of a rational program for staff.

1. Problem identification and needs assessment which would involve those who might ultimately participate.
2. Building a network of relationships which would provide a structure for bringing the problem into focus and addressing the needs of the participants.
3. Formulating objectives and intervention strategies which would take into account the resources needed and a cost-benefit analysis of the alternative approaches.
4. Implementation of the program.
5. Monitoring and evaluation of the operations and accomplishments of the program with a gathering of data for new program development.

Dr. Rayburn then detailed a list of desired skills and competencies for professional adult educators and professional development activities which are available to practicing educators of adults. He closed by stating that a rational program for professional development based on strong institutional commitment advanced not only the status of adults educators but also the continuing education needs of the community.

C. Approaches to Professional Development for the Individual

Dr. Jacobson began her presentation by mentioning that continuing education was a third career for her and that educators in continuing education need to practice what they preach. They espouse a philosophy of lifelong learning for their clients but also need to be in the habit of promoting their own continued education. Continuing educators come into the profession from diverse disciplines and with a variety of experience which need interpretation and coordination in developing a program for professional improvement.

Dr. Jacobson grouped continuing educators into two categories: those who were formally trained in adult education, and those who gained their knowledge of the field "on the job." Most of the practitioners in the field belong to the latter group. However, these practitioners must lend a hand in the formal training of professionals who will meet the future needs in our emerging field.

Dr. Jacobson stated that activities which provide for professional staff development may be organized for individual participation or for groups but must include three elements: in-service training, career development, and organizational development. The outcomes of these activities should be planned to produce improved job skills, knowledge of the field, and promotional advancement. Meaningful criteria for what constitutes an "excellent practitioner" need to be established. Donald Rule has begun this process by looking at successful continuing educators and noting key elements they have in common. Dr. Jacobson listed the characteristics and noted that such a composite individual is an idealization of any administrative leader in business, industry, education or elsewhere.

Dr. Jacobson stated that activities which provide for professional staff developing such a leader. She provided a structural model for planning a professional development program which consisted of previous three key elements: a) in-service training, to include assessment of performance, b) career development, to provide renewal and new professionals, and c) organizational development, to generate attitudinal changes within the institution. The avenues available to individuals to carry out a planned program of self development include graduate programs, workshops given locally and around the country on pertinent topics by a variety of organizations, and professional meetings where formal and informal interchange of ideas occurs. Continuing educators must be mindful of their own growth and become involved in the educational process.

D. Questions and Answers

Dr. MacKenzie moderated questions and comments among the participants and the resource persons. The discussion centered around the availability of existing professional development programs at colleges and universities to serve as models, and the need for formal training in adult education. Comments from some participants about the need to legitimize the continuing education operation with the general faculty by hiring personnel with advanced training and experience in the traditional disciplines, indicated that some of the practitioners in the field still operate from a defensive posture within their institution. These and other comments indicated that there is a need for professional development programs in adult education at the institutional level and for the individual practitioners.

Workshop

FINANCING OF PROFESSIONAL DEVELOPMENT

Moderator: *William Tracy, Marquette University*
Resource Persons: *Marlowe Froke, Penn State University; Douglas Carter, George Washington University*
Recorder: *Robert Simerly, University of Illinois, Urbana-Champaign*

Douglas Carter noted that Alex Charters' (Syracuse Univ.) pamphlet entitled "Professional Development of Adult Educators" contains a superb summary of major approaches to financing professional development.

One approach to professional development of adult educators that is often overlooked is using client programs as a means for training the adult education staff. Examples of such programs are workshops such as "How to Make More Money in Your Business." Such workshops are appropriate for both adult educators as well as the multiple publics that we serve.

A key to maintaining successful professional development programs for adult educators is to build in line items in the overall budget for professional development. However, the danger here is that such in-service education line items are among the first budget items to be dropped in times of tight budget. In reality, however, this should be the time to strengthen internal professional development programs in order to react more creatively to the constraints produced by tight budgets.

A good internal in-service program should be based first with the individual in order to avoid the staff feeling that you are manipulating them only in relation to organizational concerns. Charters and Froke share this view and they emphasize the necessity for communicating this to the staff in order to build flexible and adaptive professional development programs.

An underlying premise behind the professional development of adult educators is that in times of tight budgets money for internal professional development is limited. Therefore it is dependent on us to create low-cost professional development programs to supplement the traditional approach of finding more money to send more people to more national conventions. Among these alternative ways are:

1. Utilizing existing library facilities.
2. Devoting a portion of staff meeting to professional development conducted by staff.
3. Paying for magazine subscriptions for staff to help them keep up-to-date.
4. Developing a slide-tape show to explain continuing education to faculty members.
5. Developing an internal management program for new staff members coming into supervisory positions.

It was generally agreed that business and industry does a better job of continuing professional development than does education. Largely this is due to the fact that the university is a different type of organization that has its own unique norms geared largely to traditional faculty rewards around areas of research, publications, and individual efforts geared to promotion. Staff development the way we tend to define it suggests cooperative, collective activity that often runs counter to the traditionally established reward structures geared only to individual performance.

Workshop

ACHE ROLE IN PROFESSIONAL DEVELOPMENT

Moderator: *Richard Robbins, Johns Hopkins University*
Resource Persons: *Richard Batt, Tulane University*
Edwin Spengler, Brooklyn College
Recorder: *Mel Freedman, McMaster University*

Edwin Spengler provided a definition of professional development which encompassed counseling, budgeting, public relations, computer techniques, community needs determination and understanding the adult. Increasing one's level of skills in each constituted professional development.

Dr. Spengler outlined the ways in which ACHE provided opportunities — informal meetings, regional meetings, convention speakers, problem clinics and workshops, newsletters, and coalition of adult organizations.

Dick Batt emphasized personal development on the job and self study. He stressed the importance of personal contacts at the association in which successes and failures are discussed. He thought that the association could help through task-oriented workshops, encouraging good programs to go on tour, expand the visitation concept in which teams or individuals would evaluate a program on site, and establish a program for presidents and boards of trustees.

Discussion:

There was a lengthy discussion on how on-site visits could be facilitated. Suggestions included getting funds from foundations, taking a sabbatical from one's institution to visit another, checking on a CAEL grant for staff development, and each team be recruiters for the association.

One fundamental task is for ACHE to define what is needed. Various means of self-assessment were discussed. The results of such tests would be supplemented by a resource inventory.

The following recommendations provide a synthesis of the discussions in the Workshop:

Recommendations

1. All members should be encouraged to bring the Association to their institution.
2. If an excellent program has been developed by a member institution, it should be made portable and offered to other members.
3. The visitation concept for membership should be extended to visits of teams of consultants.
4. The Association should fund sabbaticals for four months in Higher Education.
5. The ACHE should evaluate and inform the membership of the quality of professional development programs offered by numerous commercial firms.
6. The executive meetings of ACHE should be held at institutions that have problems and are growing, and not at well-established institutions. The meetings would provide consultation.
7. The ACHE Convention format could provide a full day workshop on a topic of professional development either before or after the convention.

Workshop

FACULTY DEVELOPMENT

Moderator: *Lore Heath, Syracuse University*
Resource Persons: *Alan B. Knox, University of Illinois at Urbana – Champaign;*
John M. Sweeney, University of Cincinnati
Recorder: *Marlowe Froke, Pennsylvania State*

The point of view developed at this workshop was that activities undertaken by a college or university for faculty development in continuing education should be within the context of a total program for faculty development and the mission and objectives of the individual institution.

Sweeney, in explaining his work with peer group faculty evaluation, stated that each activity should be considered a part of a total program of faculty development which involves selection, orientation, training, and evaluation. In addition to his work at Cincinnati, Sweeney also consults with other colleges and universities that have expressed an interest in peer group faculty evaluation.

"The total program at Cincinnati," he said, "involves an orientation of individual faculty to the continuing education program and the courses to be taught during a preliminary interview. Then a group orientation is held for all new faculty. The orientation is broadened through participation in planned workshops about adult learning, which the faculty can volunteer to attend."

Evaluation of performance by the faculty is at four levels: self-evaluation, student evaluation, peer evaluation, and administrative. "The administrative evaluation," Sweeney said, "only occurs when there is some evidence that the faculty person might be having difficulties with a course. The administrative evaluation is conducted as a means of trying to assist the faculty person and not to threaten."

Sweeney regards peer evaluation as the most developed component of faculty development at the University of Cincinnati. Individual faculty volunteer to participate. Teams of three faculty persons each are established and each team meets with him for preliminary instructions on how to proceed.

Sweeney suggested that the teams are more effective if each faculty person is from a different discipline. The purpose of peer group evaluation is to assist the faculty in becoming better teachers. Subject matter of the discipline is not involved except as it relates to effective presentation of the subject.

Each faculty person in the team is asked to specify what is to be evaluated. The selection becomes a contract with other team members who do not vary from that contract during the process of evaluation. When the contracts are decided, a round of classroom visitations is made by the team. The classroom of each faculty person is visited by the other two members of the team.

The team meets within one week after the visitations to discuss the evaluation within the established contract. Following the discussion, the team agrees to another contract, one for changes and another round of visitations. The process can be extended for as long as the faculty are interested, or can be terminated after the second classroom visitation and discussion.

Sweeney said that peer group evaluation has worked well for continuing education at Cincinnati. The faculty team members are supportive of each other; each tries to help the other become a better teacher. Because the process is accomplished within the team, it is nonthreatening to the participants. Sweeney said the peer group evaluation process might be applicable for administrative staff as well as faculty.

"A program of faculty development is more likely to be effective if it occurs within a supportive environment of the total university," according to Alan Knox, the second panelist. "The statutes of the university should spell out the mission of continuing education, and it should be defined in academic terms that have meaning for faculty," he said. Knox described the organizational processes that have been used at Illinois since 1973 to strengthen the environment for continuing education at that institution. "What has resulted," he said, "is a 'social support system' that makes it more likely for faculty members to achieve rewards in terms of promotion and tenure and status through participation in continuing education."

Knox informed the group that an early step in the organizational process at Illinois was to get continuing education built into the statutes of the University. When this was done, it was necessary to work with the University Faculty Senate to develop academic policy and definitions that would be understandable to the faculty. The approach used at Illinois was to define continuing education within the context of two functions that were already understood: teaching and scholarship.

Earlier continuing education had been included in a general grab bag of service activities that grouped continuing education with committee work in the University, participation in community life, and other such expressions of "community" involvement. As such, it had little academic status.

Knox noted that there is teaching through resident instruction (the traditional setting) and teaching through continuing education (outreach). "But both are teaching," he said, "and can be evaluated; something that is critical to all faculty." He further stated:

> Similarly, there are two general types of research. One is conclusion-oriented research, and the other is applied research, working within communities. The latter is defined as public

> service. The University Senate at Illinois approved the definitions of continuing education in terms of teaching and scholarship. The next step was to create criteria to measure performance in outreach teaching and scholarship. Forms and procedures are necessary to document effectiveness of faculty members for their participation in continuing education and public service. Such documentation is needed when faculty members are recommended for promotion and tenure.
>
> The type of policy foundations laid at Illinois is critical for similar institutions. Sound policy makes it possible to reduce some of the stereotypes of continuing education that exist in an "oral culture" of a university. The old stereotypes are that the faculty who participate in continuing education have "blown it" as serious scholars, and know it. So they take the extra compensation that is available for teaching through continuing education as a compensatory form of reward. Another stereotype is that of the senior faculty person who sees the implications of additional income for extra work in later retirement income.
>
> Policies and definitions of continuing education at a university should be developed that will bring in faculty who are well regarded by their peers, and those who are bright examples of teaching and scholarship, not dreary examples. An important part of faculty development, therefore, is to establish an environment that supports selection of faculty members to participate in continuing education, rather than have continuing education as a dumping ground from a selection out process of the rest of the institutions.

Because of the interest of adult educators in faculty development, the workshop conducted by Heath, Knox and Sweeney was offered twice.

Workshop

DEVELOPING A PERSONAL GROWTH PLAN

Moderator: *Mary Iversen, Syracuse University*
Resource Peson: *Leo Johnson, Babson College*
Recorder: *Lee Porter, Roosevelt University*

The workshop began with Dr. Johnson asking the participants to break down in groups for the purpose of determining the expectations of the participants. Based on his experience in previous workshops, he was aware of certain reservations in such an activity. The following expectations were then recorded after the small groups finished.

1. The limitations of the instrument which would be used later in the session.
2. The desire to discover new ideas on professional development and the possible use of instruments at their home institution.
3. The concern for professional growth possibilities at their home institutions.
4. How to carry on a professional development program for oneself at a static university or college.
5. The impact of the instrument on faculty unions.
6. The problem of poor communication channels at their home institutions.
7. The concern for developing a flexible individualized plan.
8. The validity of the instrument.
9. The politics of professional development.
10. Will the speaker actually deliver a worthwhile program?
11. What can be done to enhance current professional development plans?

Dr. Johnson then highlighted various components of a professional development. First, he answered the question "Why do we need a plan?" The reasons are:

a. Greater use of individual potential
b. More effective use of time
c. Increase an individual's success rate
d. Create a balance between professional, organizational and personal planning.

Next, he outlined the criteria for a sound professional development plan.

a. As encompassing a plan as possible
b. A flexible plan which permits growth and change
c. A plan that deals with issues important to the person

The dimensions of a personal professional plan were then outlined

a. It has clearly defined goals.
b. Its activities are related to goals.
c. It builds on one's strengths.
d. It is balanced among growth in learning, work and leisure.
e. It has a regular built-in review process.
f. It allows for creation of new areas of growth.

The participants then went back to their small groups and were asked to determine what they would like to add to the outline presented by Dr. Johnson. The groups reported the following responses.

a. Setting priorities or how do you determine what to do first since all things cannot be achieved at once.
b. Some provision needs to be included which indicates the goals must be attainable.
c. The goals must be communicable to others.
d. A plan should have some acknowledgment of weaknesses.
e. Outside factors that influence growth over which we have no control should be included.
f. Goals should be broken down by both short-term and long-term.
g. Some concern for the realism of goals needs to be mentioned.
h. How can these goals be stated without some type of initial self assessment?

Dr. Johnson then asked the participants to begin working on the instrument for professional development. Major categories included: a) Goal Definitions, b) Activities Related To or Congruent With Your Goals, c) Building on Your Strengths, d) Balanced Goals, e) A Built-in Review Process, f) Allowing for Creation of New Areas of Growth.

Because of time limitations, the participants were only able to complete the first phase of the plan. Some trouble points were discussed briefly and Dr. Johnson stated that he hoped that planning and involvement with the instrument would not stop at the end of the conference.

Workshop

INDIVIDUAL GOALS VERSUS INSTITUTIONAL GOALS

Moderator: *Stephen Panko, Loyola University of Chicago*
Resource Persons: *Kenneth MacKenzie, State University of New York; Frank Santiago, Brigham Young University*
Recorder: *Lee Smith, Syracuse University*

This session dealt with the nature of conflict between individual and institutional goals and some suggestions for alleviating or resolving the conflict.

Mr. MacKenzie discussed five areas of conflict as follows:

Philosophical — e.g., the real commitment to continuing education

Financial — funds and policy to encourage growth by continuing educators

Value System — how individual advancement of administrators relates to institutional values and priorities

Institutional Structure — how the structure aids or impedes individual advancement

Concepts of "professionalism" — attitude of central administration toward professional status and growth of continuing educators

Mr. Santiago discussed three case studies of continuing education personnel seeking advancement, with limited possibilities at their own institutions.

There was considerable discussion of the resolution of this kind of conflict in terms of individual "moonlighting" or seeking other positions at other institutions. The much-discussed "second class status" of continuing education as contrasted with the opportunities for faculty members was mentioned frequently. The need to seek ways to change institutional goals to lessen conflict, rather than simply leave, was noted. It was also pointed out that better, more realistic orientation for new staff members at the beginning of their employment as to institutional goals and expectations could reduce frustration and conflict.

Workshop

DEVELOPING SECRETARIAL & PART-TIME HELP

Moderator: *Erle Ehly, Temple University*
Resource Persons: *Ruth David, Pennsylvania State University; Jack Oblak, Indiana State University*
Recorder: *Dean Olsen, Jr., State University of New York, Buffalo*

Ms. David emphasized the role of the supervisor in developing secretarial and part-time clerical help. She noted the puzzling shortage of secretaries and attributed this in part to the lack of adequate preparation by the schools. She said the rationale for this underdevelopment is that on-the-job training is sufficient. Ms. David stated that the field of secretarial and clerical applicants are generally composed of: 1) the middle-aged woman; 2) recent high school graduates; and 3) current college students.

The speaker discussed five phases of staff development in the supervisor/employee relationship. They are as follows:

1. Employment interview. At this time organizational goals, job duties, and growth potential should be emphasized.
2. Orientation. The job description should be reviewed with the new employee, and emphasis should be placed on the importance of good office inter-relationships and high standards.
3. On-the-job training. Included in this should be an explanation of various duties, reasons for various assignments, and periodic review.
4. In-house training and outside education. This should be encouraged by the supervisor.
5. Performance evaluation. Emphasis should be placed on the growth of the employee and what his particular requirements are for advancement.

Dr. Oblak sought to identify creative approaches for the utilization of secretaries in ongoing operations. He spoke of one such approach employed by

Indiana State University: Each secretary's capabilities were assessed and her duties were channeled into those areas in which she appeared to have a partaicular aptitude. The results of this method were greater production and less supervision required. According to Dr. Oblak, there is one major drawback to this system: there is no vehicle by which these people can be promoted, and as a result, employee turn-over would be high.

Some of the more desirable qualities to look for in a secretary are: the ability to communicate well, a good personality (one with "people sense"), loyalty, and a sense of commitment. Dr. Oblak also stressed the importance of employers giving recognition to their secretaries and keeping them well informed.

In the discussion period that followed, several suggestions were made to enhance the development of secretarial and part-time help. They were:

(1) Make at least an attempt for reclassification of secretaries for in-house condition. Promote them when they are ready, or be willing to let them go.
(2) Secretaries want challenges but not bottom-line responsibility.
(3) Never be above a job; pitch in and help out the secretaries.
(4) Have a positive attitude in your relationship with secretaries — it is helpful in developing their self-concept.
(5) Peter's Principle does exist here — they can become involved over their heads in some tasks. Use in-service programs to bring them up to par.
(6) Use graduate students in the same way as secretaries; that is, find their creative talents and go from there.

61

Workshop

COMMUNICATION STYLES FOR CONTINUING EDUCATION PRACTITIONERS

Moderator: *Joseph Goddard, University of Tennessee, Knoxville*
Resource Persons: *Hy Lichtenstein, Hofstra University; Victor Lauter, New York City Community College*
Recorder: *Alan Thorpe, Community College of the Finger Lakes*

Mr. Lichtenstein discussed various styles of communication for continuing educators within their institutions and with outside constituencies, and cited flexibility as the most significant characteristic for them to have. He stated that their style must necessarily reflect the skill of persuasion also, in order to make outsiders fully aware of the on-going activities in continuing education. The speaker advised the group to "take what you do seriously, communicate it widely, stand up and fight for your convictions," and "don't take yourself too pompously." Mr. Lichtenstein stated that his own personal style of telling "them everything" has been particularly successful.

Mr. Lauter took the view that communication styles largely reflect the philosophy and personality of the individual and the community attitude toward the institution. It is his belief that the continuing educator must act as a catalyst in order to affect institutional change. This necessitates involving outside constituencies in the planning process and being sensitive to their needs.

The speaker cited the degree of acceptance of continuing education in the overall integration of an institution as being a deciding environmental factor in the kind of communication styles employed by continuing educators. He told the group that the history of the relationship of a continuing education unit to the outside community can also play an important role in the communication procress. Above all, Mr. Lauter stressed the need for continuing education practitioners to maintain their own individual styles. He cautioned them *not* to modify their behavior just to accommodate others.

Workshop

HOW TO EVALUATE THOSE WHO TEACH CONTINUING EDUCATION COURSES

Moderator: *Robert Moseley, Dutchess Community College*
Resource Persons: *Hilton Power, State University of New York–Albany*
Edward Ellis, Pennsylvania State University
Recorder: *Mary Markusen, State University of New York, College at Brockport*

Based on Dr. Hilton Power's paper, Continuing Education programs fall into three divisions: academic credit courses, noncredit avocational courses, and noncredit professional development programs.

Academic credit courses. In most cases, standards are developed, approved, and employed by the faculty of the department for the discipline in which they are teaching. Continuing educators may expect their courses to be guided by the same criteria, although this criteria may be modified or altered to tailor the needs of the continuing education course in question.

Noncredit avocational courses. Evaluation of this type of course is complex and takes into account many variables. Because of the existing variables in both students and courses, Mr. Powers advised focusing on the students' personal satisfaction from a particular course. Non-credit avocational course evaluations would utilize a "happiness index." Efforts must be made to continually refine this "happiness index." Furthermore, this would not preclude incorporation of a model to measure educational or learner objectives at the end of the course. However, this procedure of using specific learning objectives might actually decrease the potential pool of students.

Noncredit professional development programs. These programs involve the teaching of skills, competencies, and knowledge or values related to career roles. Methodology for evaluating these programs is as follows:

(1) Establish a set of goals at the planning stage based on the identified needs of clientele.

63

(2) Request participants to complete questionnaire for identification of present knowledge and experience, and for program adjustment.
(3) Make use of course evaluations by participants and staff.
(4) Follow up with a performance evaluation from the students' supervisors at a later date.

This kind of evaluation is costly but informative.

The purpose of Dr. Edward Ellis's paper was to highlight Penn State's experiences regarding evaluation. Their premise is, "Evaluation is a comprehensive process, beginning at the point of understanding the characteristics of faculty, designing appropriate recruitment and retention procedures, and conducting teaching and course performance assessments."

A *part-time faculty analysis* was employed to determine demographic and professional characteristics. Seventy-five percent of the part-time students rated the quality of instruction and the competency of part-time faculty as very good or excellent. These faculty, as compared to the full-time faculty, were generally younger, evenly distributed by sex, and had Master's Degrees.

Secondly, a *process* had been developed to recruit, select, and evaluate part-time faculty. The procedures used were done on a comparative basis with faculty in resident instruction. This was necessary in order to obtain outstanding, competent faculty to provide education and training for the new majority. Also, it was a critical factor in future planning and programming.

Finally, there was a university task force on evaluation which reviewed C.E.'s present evaluation procedures and recommended a *standardized evaluation form* for the various colleges to use to improve courses and to determine quality and effectiveness of course and instruction.

As Dr. Ellis summarized, "evaluation is a continuous, complex process. It is not limited to an assessment of teaching performance as reflected in questionaires completed by students and faculty. So much depends on the initial procedures and criteria we use in the recruitment and selection of faculty. If we do a good job at this point, the chances are excellent that quality teaching will be the end product. We believe that this is the most appropriate way to evaluate those who teach our continuing education system.

Problem Clinic

PROFESSIONAL DEVELOPMENT

Chair: *John Mybeck, Purdue University*
Resource Persons: *Mary Miller, Southern Methodist University; Arthur Fedel, University of Pittsburgh*
Recorder: *Kevin F. Grennan, University of Massachusetts*

John Mybeck introduced the session by pointing out that to call ourselves "newcomers" might be a misnomer — based on his quick survey of the wealth of experience present in the room. He then went on to cite John Ervin's article in *Continuum* where Ervin illustrates changes in basic assumptions about "how" education should be continued. Mybeck further stated that these changes must ultimately affect the professional development of continuing educators as well. He then turned the session over to the resource persons.

Mary Miller posed the question, "Where are we going to get the opportunity for professional development?" Despite the general lack of time available to most continuing educators, she felt that a general education was best. Ms. Miller went on to discuss the following issues of professional development:

Money. Funding is a primary concern of the continuing education profession. If continuing education is conducted properly, it ought to make a little money. Further, the marketplace is a discipline that should be welcomed.

Skills. Publicity and public relations skills, communication skills (in terms of describing or articulating programs), market analysis, budgeting, and internal communications were cited as specific skills for continuing education professionals.

Ms. Miller went on to state that she would recommend any newcomer to continuing education to find someone knowledgeable in the field and apprentice oneself to that individual. Doctorates in adult education may be equally satisfactory.

In conclusion, Ms. Miller declared that each institution's continuing education unit has a responsibility for the growth of their professionals in order to provide society with the best.

Arthur Fedel then spoke to the issues. He began by calling our attention to pages 12-16 in Alexander N. Charter's paper, "Professional Development of Educators of Adults." Fedel went on to point out that while there are advantages in traditional certificate or diploma programs, and that research in adult education is vital, he is of the opinion that there is no real *discipline* of continuing education. Rather, we are all performing a kind of juggling act. We participate in a results-oriented tradition based on practical, ongoing experience. Therefore, there is the necessity for "adaptive skills" as opposed to specific skills.

Mr. Fedel listed six such skills: communication skills, thinking or analytical skills, human relation skills, valuing skills, "detective skills," interviewing skills. These six lead to a final and culminating skill — the "self-marketing skill," i.e., the ability to sense an idea whose time has come; to capitalize and to sell the idea.

John Mybeck summarized the session by reiterating the variety of backgrounds of professionals involved in continuing education. He then opened the forum up to questions. The questions posed assumed the character of a debate. Specifically, issues of control or coordination of programs on campus and the role of the innovator *vis-a-vis* the control-person were raised. These were tied to the need for the support of one's president or provost.

Another issue had to do with the selling of continuing education. Several participants questioned the accuracy of the marketplace, and an extremely lively exchange followed; the upshot being that one should provide students with a variety of options. Generally, there was consensus that competition does keep us honest and flexible.

Some participants raised the issue of special programs for faculty. Another item of concern was the role of the Association in providing professional development for members.

The conclusions of the group were: 1) there is no real discipline of continuing education, and 2) that the Association should be about the development of such a discipline.

Problem Clinic

OPEN ENDED

Chair: ***Frank Funk, Syracuse University***
Recorder: ***John Mybeck, Purdue University***

The topic for this discussion session was left open-ended in the program for this year's convention. Dr. Funk greeted those persons attending by asking them to tell him what concerns they had as persons who were either new to the Association or new to the field of Continuing Education. The group expressed concerns that are summarized in the following:

1. Marketing
2. Needs assessments
3. New directions for ACHE
4. Career patterns in Continuing Education
5. Contracts with outside agencies
6. Necessary differences between small and large Continuing Education units
7. Continuing Education staff upward visability with senior staff
8. Student problems: Transfer registration
9. Development of a feeling of belonging among part-time students, adjunct faculty and the university, and eliminating the feeling of prejudices against these groups
10. Credit and noncredit program mix
11. Financial aid opportunities for part-time students
12. Faculty resistance to external degree programs

The group then placed the topics in a sequence for discussion. Time limitation allowed for the discussion of only two areas of concern: needs assessment and new directions for ACHE.

The questions posed for the discussion concerning needs assessment were: What is it? How do you conduct one? Whom do you involve? What kinds of questions do you ask? For the purpose of this session, an operational definition of needs assessment was developed:

67

Learning what the community wants in the way of service from the unit involved, based on the competencies of the faculty available and within the parameters allowed by the university.

It was decided that the development of needs assessment usually results either from an institution's desire to institute a new program or to respond to pressure brought to bear by a community group. A needs assessment can involve interviewing persons active in the field of the desired program. The development of a questionnaire for use in surveying potential participants in the proposed program might be used. However, caution was suggested in relying solely on this technique for determining whether or not a program should be initiated. Another suggestion involved the use of community advisory groups as a sounding board for new program proposals.

One important thread that ran through all of this discussion was the necessity of utilizing a rifle approach as opposed to the shotgun technique in making the assessment. The need to zero in on gaining the knowledge of the "experts" in the area of the proposed program was agreed upon. Motivation of those persons who would benefit most from participation in the new program was considered critical, and there were no effective recommendations evolving from the discussion.

The consensus was that the continuing education administrator should be prepared to subsidize the initial offering of the program if the income generated is not sufficient to cover expenses. The decision to move ahead or to cancel obviously is critical.

New directions for ACHE. Several interesting suggestions were mentioned:

1. Further refine the definition of "first timers" which was an important category at this year's meeting.
2. Develop more "nuts and bolts" sessions for the annual meeting. It was pointed out that these sessions used to be the primary focus of the annual meeting and now were being emphasized in the regions. Several first timers from the less populated regions pointed out that because of geography, attendance at regional meetings as well as the national convention was financially prohibitive. If a choice has to be made, which meeting should the member attend, regional or national?
3. Develop a program pattern that will not continually isolate the first timers from other program sessions.
4. The Association should develop a resource manual of who is available within the organization to provide informal consulting help for members deserving such assistance.
5. The Association should place more emphasis on the take-home tables at the annual meeting.

Problem Clinic

FULL CAMPUS SERVICES AT EXTENSION LOCATIONS

Chair: *Armond J. Festine, Mohawk Valley Community College*
Resource Person: *Walter Russell, Jr., University of Tennessee–Knoxville*
Recorder: *T. L. Weber, Memphis State University*

Extension, or off campus, activities have been involved in the growth of higher education, and they have been affected by the changes in the parent institution.

The most significant reason for the accelerated growth of off campus activities at The University of Tennessee has been the elimination of the word "extension credit". Another reason for the growth in higher education, and their off campus programs, has been the higher standards required for professional and para-professional groups. Technological society requires more training and retraining. Research provides new knowledge that must be disseminated, a responsibility that usually is given to continuing education.

More leisure time (so they say) is still another reason for the growth of off campus programs. Economic prosperity makes it possible for more people to become involved. And our changing life style is still another reason.

Off campus offerings can "plug in" and respond to these needs and interests. What are some of the ways to make a response? Traditional course offerings (send the teacher out to meet the students) is one method. But increasing demands for more specialized knowledge have provided the opportunity for new delivery modes. This specialized demand can also mean more programs with fewer students per program, a financial situation that taxes the ingenuity of the continuing educator.

Some of the other delivery modes for off campus programs include video tape, correspondence study, television — either on public educational channels or closed circuit, the Electro Writer, and courses by newspapers. The list is as extensive as the inventiveness of the practitioner who serves an off campus population.

What kinds of programs are taken off campus? Some examples are: (1) those that meet specific needs and are requested by a sponsoring group; for example, upgrade personnel in industries or school systems, career development, or new information for professional and para-professional groups; (2) those that meet individual interests and needs — certification renewal of a certification, update credentials, new or dormant interests, undergraduate or graduate degrees, or a desire for further involvement in a learning environment.

Anyone is our public. The following are examples of taking the campus to the people. These have been done by The University of Tennessee — Knoxville, but they are illustrative of the opportunities for all continuing education practitioners.

About 100 miles from the UT campus is a collection of industries called the Industrial Management Group. There is no college close to this Group, and they called on UT for everything from rapid reading to highly technical courses in engineering.

At the confluence of Tennessee, North Carolina, and Georgia is Copper Hill, a mining operation. One of the major companies in this operation asked UT for three kinds of educational services: (1) people transferring into Copper Hill wanted to know what kinds of college courses were available for their families, (2) the company wanted to know what kinds of training opportunities could be provided for their engineers, and (3) there was an expressed need for training situations for the first and second line supervisors who worked down in the mines.

Working down in the copper mines was an environment that no one at UT knew anything about. So a group of engineers and continuing education people from UT spent a day in the mines to get some feel for the underground. Three thousand feet down in a copper mine shaft was a new experience for these people, and in the words of one of the group ". . . that day almost killed us". It gave the planning group from UT some understanding of the problems faced by the supervisors.

In Decatur, Alabama is a plant of Monsanto, and they asked for some training in administrative skills for engineers. The Universities of Alabama and Auburn referred them to UT who had a degree program in engineering administration. Five men from Monsanto have received master's degrees from UT, and the first time they saw the home campus was when they went there to graduate.

Dieticians in Chattanooga needed some courses to receive their certification from the American Dietetic Association. UT helped them with video tape courses.

"Mainstreaming" the handicapped child presented some problems for teachers in the regular classroom, and so programs were provided in Greenville 90 miles from the UT campus) and in Memphis (420 miles from the campus). These courses assisted the regular classroom teacher in helping children with learning disabilities.

Teachers aids were recruited for the Headstart Program. Some of these started out with less than a high school diploma, but they expressed an interest in bettering themselves. UT responded and now thirty of them are in degree programs.

Requests can come from anywhere and anybody: a community-minded minister, a training director, an interested individual. Classes can meet anywhere; people will assemble in the name of learning. Flexibility of starting times is another accommodation for the off-campus audience. Just because the on-campus classes start on January 5 is no reason to insist on the same beginning date for off-campus classes (ignore those computer technicians on the main campus who scream about cut-off dates).

What is the campus? Teachers, students, libraries, counseling, registration, selling textbooks, degree programs. The off-campus (geographically speaking) student has a right to all these services. And he does not have to, or should not have to, be in an established extension center.

Continuing education workers are representatives of all aspects of the campus when they go out for off-campus classes. This kind of representation requires a generalist, one who knows about all aspects of the home campus. There are human limits, but whenever possible, professionally trained staff should go to off-campus sites to represent the institution. To borrow from a well know greeting card slogan: when you care enough, send the best.

Off-campus offerings provide an experimental ground for new delivery systems. One such successful one at UT is VERM (video tape, electro writer, remote mode). A video tape is made in a class session on campus; the class is the taping event. No special studio is used. Prior to the start of each remote class, the WATS line is used to communicate between students and teacher (who is on the main campus). Then a two to two-and-a-half hour video tape is played at the off-campus site. The tape is used in conjunction with the electro writer, a device that provides written communication between the on-campus teacher and the off-campus students (formulae, special diagrams, explanatory notes). The teacher visits each location at least twice during the term. Each location has an on-the-spot coordinator who distributes handouts, sets up equipment, collects homework and mails it to the teacher, and proctors exams. The VERM technique is usually less expensive than sending a teacher to an off campus location. And less expense means offering the class to fewer people and still staying financially solvent.

Some courses, because of special requirements, are not suited for off-campus delivery. When this happens, admit it. But examine the course requirements carefully to be sure about the difference between instructional folklore (we've always taught it that way) and actual learning aids. As one member of the audience pointed out: continuous access to a total library or each student performing each lab experiment may be a myth. Continuing education people must be alert for new ways to bottle (and deliver) the old wine.

Question from the audience: Can advising and counseling be successfully given in off-campus location? Answer: Progress is being made, but there is still a long way to go. One technique is to counsel by mail or telephone; the student completes a form, it is mailed or taken to the main campus where a counselor

71

handles it by mail, telephone, or in person. Dr. Festine offered these suggestions for utilizing counselors at off-campus locations: (1) academic guidance is provided at off-campus locations by the main campus counselors as part of regular load, (2) overload pay for experienced counselors or use capable high school counselors, and (3) at large centers, employ a full-time counselor who could have other duties.

Question from the audience: How are fees determined at off-campus locations? Answer: No surcharge for off-campus students; they pay the same fees as main campus students. Comment from the audience: Many extension courses are money makers so people in continuing education should make a determined effort to see that full services are delivered to off campus locations.

RESOURCE CENTER FOR PROFESSIONAL DEVELOPMENT

Chairpersons: *Alexander N. Charters, Syracuse University; Marlowe Froke, Penn State*
Resource persons: *Alexander Charters, Syracuse University; Marlowe Froke, Penn State; Donald Holmwood, Syracuse University; Ruth David, Penn State*
Recorder: *Marlowe Froke, Penn State*

To complement the program theme of professional development of adult educators, the ACHE Program Committee authorized a Learning Resource Center for the 1977 convention. The purpose of the center was to provide on a limited basis an opportunity to examine learning materials — print and audio-visual — that are available on the topic of professional development of adult educators. It was intended that the Learning Resource Center would be conducted as an experiment. Results and reaction to the Center would determine the nature of similar activities at subsequent conventions.

Responsibility for developing the Center for the Montreal convention was assigned to Alexander N. Charter, Syracuse University, and Marlowe Froke, Penn State. Space and audio-visual equipment were provided by Concordia University.

Items included in the Center were drawn primarily from the Clearinghouse of Resources for Educators of Adults, Syracuse University, supplemented by other materials volunteered by other institutions. Contributions were solicited informally in correspondence from Charters to member institutions.

Among the items available for study and review by convention participants were an original bibliography on Professional Development for Educators of Adults prepared by Charters, Donald P. Holmwood, also of Syracuse, and three graduate assistants at Syracuse. The bibilography was divided into three sections. The first represented those materials resulting from a search of

ERIC; the second represented materials that are currently held by the Clearinghouse of Resources for Educators of Adults at Syracuse; and the third represented materials that can be found in most college and university libraries. The latter were noted with Library of Congress numbers for ease of retrieval.

Copies of the bibliography are available at cost from Donald F. Holmwood, Program Director, CREA, Room 224 Huntington Hill, Syracuse University, Syracuse, New York 13210.

Other items included in the Learning Resource Center were a video tape which demonstrated methods of performance evaluation. The tape was produced by Penn State. A film "Why Man Creates" was also available for viewing. Microfiche samples of professional development materials were on display, as were various publications and announcements about up-coming professional development programs at colleges and universities.

Although not planned for Learning Resource Center, a major exhibit of the continuing education programs at Dawson College, Montreal, was also set up and drew considerable attention and interest.

During the convention, more than 150 persons spent time in the Learning Resource Center.

PART III
BUSINESS SESSION

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Annual Meeting
November 6-10, 1977
Montreal, Canada

CALL TO ORDER

The 39th Annual Meeting of the Association for Continuing Higher Education was called to order at 9:30 a.m., November 7, 1977, by President William Barton.

President Barton called the first business session to order at 4:30 p.m., November 7, 1977. The meeting was recessed at 5:30 p.m. The meeting was reconvened Wednesday, November 10, at 11:00 a.m., and was recessed at 12:30 p.m. The meeting was reconvened at 9:00 p.m., and was adjourned at 9:30 p.m.

MINUTES

The minutes of November 7 and 11, 1976 were approved as published in the *PROCEEDINGS*.

TRIBUTE TO DECEASED MEMBERS

The Executive Vice-President reported the following former member had died during the past year:

Lawrence Barden — Philadelphia College of Textiles and Science, retired

Those assembled stood for a moment of silence in tribute of Lawrence Barden.

MEMBERSHIP

The Executive Vice-President announced that the following new institutions were admitted into membership in the Association. He recognized the visitation teams for each of these institutions

Arkansas State University
State University, Arkansas
Visitation Team Members: Coy Hollis, Chairman, and Bill Brotherton

University of North Carolina
Charlotte, North Carolina
Visitation Team: Bill Barton, Chairman, and James Jackson

University of Alabama in Birmingham
Birmingham, Alabama
Visitation Team: Sam Bills, Chairman, and Lewis Van Gorder

Indiana University of Pennsylvania
Indiana, Pennsylvania
Visitation Team: Richard Robbins, Chairman, and Art Fedel

Bemidji State University
Bemidji, Minnesota
Visitation Team: Jim Young, Chairman, and George Thompson

Eastern Michigan University
YPSILANTI, Michigan
Visitation Team: Clyde Balch, Chairman, and Patricia Heght

Our Lady of Holy Cross College
New Orleans, Louisiana
Visitation Team: Alban Varnado, Chairman, and Howell McGee

St. Ambrose College
Davenport, Iowa
Visitation Team: John Mybeck, Chairman, and Curtis Moore

Saint Michael's College
Winooski, Vermont
Visitation Team: Richard Lipp, Chairman, and Ross Papke

Western Carolina University
Cullowhee, North Carolina
Visitation Team: Sam Bills, Chairman, and Herman Phelps

New Affiliate Member: Bureau for International Education
Ottawa, Ontario, Canada

The Executive Vice-President recognized the new professional members and noted the changes in membership. These new members and changes appear as Appendix A to the minutes.

REPORT OF THE TREASURER

The Treasurer presented the financial report for 1976-77 which appears as Appendix B to the minutes. The motion was made and approved to accept the report.

RESOLUTIONS COMMITTEE

President Barton announced that the following persons were serving on the Resolutions Committee: Richard Robbins, Chairman, Ernest McMahon and Raymond Witte. He asked that persons having resolutions contact a member of the Committee.

ANNUAL MEETING SITES

The Executive Vice-President announced the future meeting sites:

Ft. Worth, Texas, Hilton Hotel, November 5-8, 1978
Toronto, Canada, Harbour Castle Hotel, November 4-8, 1979
Knoxville, Tennessee, November 2-6, 1980
Los Angeles, California, November 1-5, 1981
New Orleans, Louisiana, (no dates), 1982

He requested that persons wishing to extend invitations to host the annual meeting send the invitations to him.

BOARD ACTION

The Executive Vice-President reported that the Board of Directors took action to establish the Regional boundaries as recommended by the Committee on Regions. Wendell Rayburn was named to fill the unexpired term of Nathaniel Pallone, who had resigned as Editor of *Proceedings*.

The Publications Committee report was being studied by the Board of Directors, with further action to be taken at the Mid-year Meeting. The Board voted to publish "5 Minutes with ACHE" ten times a year.

A Constitutional Amendment was recommended to the membership by the Board of Directors. It will be voted on at the Annual Meeting in 1978. This amendment would provide for the offices of Executive Vice-President, Editor of CHE, and Editor of the *Proceedings*, to be appointive offices rather than elective offices, and make them responsible for the conduct of their duties to the Board of Directors. A sub-committee was appointed to study the membership classes and make recommendations to the Board of Directors at the Mid-Year Meeting.

CAEO

President Barton reported on the CAEO structure, noting that there was no concensus of purpose and objectives, but the Coalition would be studying this in the future. The Coalition has agreed to seek external funding on adult learning. At its last meeting, CAEO voted not to meet in states that had not ratified the ERA Amendment. President Barton also reported that the Board of Directors had named a permanent representative to CAEO from ACHE.

President Barton is currently serving as Membership Chairman of the Coalition and has agreed to develop a Master Calendar for CAEO.

ACE

Vice President Richard Robbins reported on the recent American Council on Education (ACE) in Washington, D.C. He reported that this conference dealt with the changing student body, but was really discussing lifelong learning. He indicated that many of the adminsitrators present seemed to have a great lack of knowledge about continuing education. Dr. Robbins felt the Association could be of assistance to these people.

COMMITTEE REPORTS

Advisory Committee. Committee Chairperson, Richard Robbins, reported the Advisory Committee had considered gifts and grants and awards. The Committee recommended that ACHE should pursue gifts and grants only for specific purposes and not for general funding. They recommended that if the members of ACHE were nominated for outside awards, support should be shown from the membership of the Association. Report of the Advisory Committee appears as Appendix C.

Awards Committee. Nicholas Kolb, Chairperson, reported the Committee was working with the Regions and with the Board in order to assure the proper persons for awards and recognition. Appendix D.

Community Relations and Urban Affairs Committee. John H. Fixl, Chairperson, reported that the Committee sees their task as providing information. They are in the process of preparing an annotated bibliography. Appendix E.

Continuing Education in the Professions Committee. Louis Phillips, chairperson, summarized briefly the activities of the Committee. Written report is attached as Appendix F.

Continuing Higher Education for Women Committee. Leslie Jacobson, Chairperson, reported that the Committee had recommended the Committee be abolished, but that surveys which had been undertaken be made at five-year intervals. Appendix G.

Gifts and Grants Committee. Frank Funk, Chairperson, reported that in the preliminary work the Committee had raised five questions. These are discussed in the written report which appears as Appendix H.

International Continuing Higher Education Committee. William Barton reported for Chairperson, John Mapp, noting that the written report was available. This report appears as Appendix I.

Joint Committee on Business Programs. The Committee reported they had met jointly with AACSB and NUEA. This meeting did not seem particularly productive but the Committee felt it was important to maintain liaison with the Assembly. There was discussion from the floor. John Erwin suggested that a Committee should seek to identify institutions who were having conflict with their schools of business and continuing education.

Legislative Committee. Wayne Whelan, Chairperson, reported that the Committee report was available and it appears as Appendix J.

Membership Development Committee. Robert MacDonald, Chairperson, reported that the Committee felt its work was best evaluated by the number of new members. The Committee felt that much of its work can and should be carried on through the Regional structure. Appendix K.

Non-Traditional Education Committee. Committee Member, Charlotte Tansey, reported for Chairperson, Kline Johnson. She noted that one of the current concerns dealt with crediting for life experience. The entire report appears as Appendix L.

Older Adults Committee. Curtis Moore reported for Chairperson David T. Brigham. The Committee was involved in a survey study. Their report appears as Appendix M.

Professional Staff Development Committee. This new Committee was involved in identifying and clarifying objectives in staff development. Their report appears as Appendix N.

Public Information Committee. Chairperson Douglas Carter briefly summarized the report which appears as Appendix O.

Publications Committee. Ed Bauman, Chairperson, reported on some of the recommendations of the Committee. Appendix P.

Quality in Education Committee. Lee Porter, Chairperson, reported that the Committee has been studying accreditation actions and "degree mills." The Committee has prepared a position paper which is available on request from Lee Porter. The Committee further recommended that continuing educators should be involved in Regional accreditation visitations. Appendix Q.

Regions Committee. Gail Nelcamp, Chairperson, reported that for the past two years the Committee had been discussing Regional boundaries. They recommended a new alignment of Regions. These proposed boundaries have been distributed and the Committee has received no adverse comments. He noted that the Board had established the boundaries as recommended. The Committee report appears as Appendix R.

Research Committee. Theodore Weber reported for Chairperson Coy Hollis. He noted that the Committee will be working during the coming year on a new study of policies and practices. Appendix S.

Two-Year Colleges Committee. Robert Moseley, Chairperson, commented briefly on the written report, which appears as Appendix T.

Joint Committee: Howell McGee reported for the Committee. He noted that the Joint Report was the only body of data which existed for continuing education on an annual basis. He urged the membership to report their enrollments and requested comments on improving the report.

Finance Committee. Chairperson, Robert L. MacDonald, presented the proposed budget and reviewed the items. He explained the proposed increases from the prior year. He moved approval of the budget; it was seconded and passed unanimously. See Appendix U.

RESOLUTIONS

Richard Robbins reported for the Resolutions Committee, consisting of Richard Robbins, Ernest McMahon and Raymond Witte. He moved adoption of the following resolutions:

1. Be it Resolved that the Association in Convention assembled express its compliments and appreciation to the Program Committee for an outstandingly conceived and executed program on "Growing With the Profession: The Development of Continuing Educators", that illuminated a new distinct direction for the Association, that generated intellectual stimulation, great enthusiasm, and offered a wide dissemination of thoughtful and useful information.
2. Be it Resolved that the Association in Convention assembled express its gratitude and appreciation to the Local Arrangements Committee for their unstinting work in providing for the every need, comfort, and welfare of our members especially in view of the late appointment of the Chairman.
3. Be it Resolved that the Association in Convention assembled acknowledge with appreciation the presence of the Resource Center for Professional Development and express its appreciation to Alexander Charters for coordinating this function.
4. Be it Resolved that the Association in Convention assembled acknowledge its appreciation to President William Barton and to his officers for their outstanding leadership during the year 1976-77. Their diligent service in furthering the objectives of the Association, especially through the emphasis on the interest and commitment of the Association to professional development of our members.
5. Be it Resolved that the Association in Convention assembled express its appreciation to the Mayor, Council, and Citizens of Montreal for their gracious hospitality.
6. Be it Resolved that the Executive Vice-President convey the Association's profound sympathy to the family of Lawrence C. Barden. It is with deep sorrow that we record the passing of Lawrence C. Barden. He was devoted to the profession of higher education for adults and was, for many years, an active and valued member of the

Association for Continuing Higher Education. As chairman of numerous committees, his leadership and contributions were highly valued. His concern with students and programs and his inquiring mind were a source of inspiration. Although his presence is gone, his spirit will live through his many friends and colleagues.

7. Be it Resolved that the Association in Convention assembled express its thanks and gratitude to Concordia University for hosting the Annual Meeting, and particularly for the reception Sunday evening. Their warm hospitaity and graciousness made every member feel welcome and wanted.

Motion was seconded and carried.

CONCLUDING REMARKS BY PRESIDENT BARTON

President Barton thanked the membership for the privilege of serving as President of the Association. He gave a tribute to the Board for their cooperation and assistance. President Barton noted that his institution had been of great assistance during the term of office.

NOMINATING COMMITTEE

Henry Malecki presented the following slate of officers:

President-elect: Lewis C. Popham, III
Director-at-Large (3 year term): Gail A Nelcamp
Director-at-Large (3 year term): Herman D. Phelps
Editor — CHE: Clarence H. Thompson
Editor — *Proceedings:* Wendell G. Rayburn

The floor was open to nominations. It was moved and seconded that nominations be closed and the Executive Vice-President be instructed to cast a unanimous ballot for the slate presented. Motion was adopted. Appendix V.

REMARKS BY JAMES McBRIDE

President-Elect James McBride said he appreciated the honor and will look forward to serving the membership. He noted the importance of committees and indicated that he would be working to make their efforts more effective. The membership was invited to give a rising vote of thanks to President Barton and responded with a standing ovation.

AWARDS

Certificates of merit were presented to Clyde Balch and Robert Moseley. The Certificates for Service for the Board members were given to Richard Robbins, Mary Miller and Nathaniel Pallone. The Certificate for Service as President was awarded to William Barton. He was also presented a gift by the Association.

President Barton passed the gavel to James R. McBride who adjourned the session.

Respectfully submitted,
Howell W. McGee
Executive Vice-President

PART IV

APPENDICES

Appendix A

CHANGES IN MEMBERSHIP SINCE LAST ANNUAL MEETING

NEW MEMBER INSTITUTIONS

Bemidji State University
Bemidji, Minnesota

Eastern Michigan University
Ypsilanti, Michigan

Our Lady of Holy Cross College
New Orleans, Louisiana

St. Ambrose College
Davenport, Iowa

Saint Michael's College
Winooski, Vermont

Western Carolina University
Culowhee, North Carolina

NEW AFFILIATE MEMBER

Bureau for International Education
Ottawa, Ontario, Canada

NEW PROFESSIONAL MEMBERS

Hermann Beckert, Eastern Connecticut State College
R. Brent Bonah, Bunker Hill Community College
Lin Bothwell, Suffolk University
Joseph A Chimera, Williamsville Central Schools
Douglas R. Dennison, Manatee Junior College
Isa N. Engleberg, Fitchburg State College
John B. Ervin, The Danforth Foundation
Elizabeth Farragher, Aquinas Junior College
John J. Gilheany, The Catholic University of America
Elaine Hayden, Nazareth College of Rochester
Douglas B. Johnstone, Goddard College
Robert H. Lehman, Longwood College
Leo McGee, Tennessee Tech. University
James W. Marcum, Oklahoma Baptist University
George E. Membrino, University of Mass. Medical School
Robert J. Miller, Harcum Junior College
Archie B. Moore, Alabama State University
John W. Morrison, Glassboro State College
William T. Morrissey, Boston State College
Gary F. Norsworthy, Auburn University at Montgomery
Dennis P. Prisk, University of Southern California
Harold J. Reddan, Molloy College
Lucille Robida, Notre Dame College
Stuart L. Rubner, University of Wisconsin-Parkside
Marc S. Salisch, Council for Advancement of Lifelong Learning
Daniel Sherwood, Centenary College
Dorothy T. Simpson, Mass. College of Art
Gerard N. St. Germain, Hesser College
William Sullivan, St. Anselm's College
Clayton L. Swartzentruber, Mainland Institute
Claudia A. Switala, Rutgers, the State Univ. of N. J.
Janet Switzer, Rochester Institute of Technology
Dean L. Thomas, Indiana Vocational Technical College
Frederick B. Viaux, Middlesex Community College
Theodore L. Weber, Memphis State University
Clifford F. Youse, Bentley College

84

RESIGNATIONS OF INSTITUTIONS

Elmhurst College, Elmhurst, Illinois
Northern Illinois University, DeKalb, Illinois
Montgomery College, Rockville, Maryland
State University of New York at Stony Brook, Stony Brook, New York
Somerset County College, Somerville, New Jersey

Appendix B

REPORT OF THE TREASURER

ALVA A. CUMMINGS
Certified Public Accountant
Box 31
Norman, Oklahoma 73070

Dr. Howell McGee
Executive Vice-President
Association for Continuing Higher Education
1700 Asp Avenue
Norman, Oklahoma

Dear Sir:

As you have requested, I have made a cash examination of the records of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION for the fiscal year ending September 30, 1977. My examination of the cash receipts and cash disbursements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.
In my opinion, the accompanying exhibits presents fairly the cash position of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION at September 30, 1977, and the operating results for the fiscal year then ended, in conformity with generally accepted cash-basis accounting procedures.

Sincerely yours,
Alva A. Cummings, CPA

EXHIBIT A

Changes in Cash Accounts for the Fiscal Year Ending September 30, 1977

Balances, October 1, 1976:		
Bank Account—Regular Account	$ 1,278.38	
University of Oklahoma Account	1,572.61	
Savings Account—First National Bank & Trust Co.:		
Regular Account	5,000.00	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	3,068.76	
13-8-4406791	15,541.62	
12-0-021213-0	5,000.00	
Total Cash Accounts, October 1, 1976		$31,461.37
Income for 1976-77 (See Exhibit B)	$35,183.38	
Expenses for 1976-77 (See Exhibit C)	33,511.09	
Net Increase in Cash During the Fiscal Year		1,672.29
Total Cash on September 30, 1977		$33,133.66

Detail of Cash Balance at September 30, 1977:

Bank Account—Regular Account	$ 48.74	
University of Oklahoma Account	740.61	
Savings Account—First National Bank & Trust Co.:		
Regular Account	8,733.93	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	3,068.76	
12-8-4406791	15,541.62	
12-0-021213-0	5,000.00	
Total Cash Accounts, September 30, 1977		$33,133.66

EXHIBIT B

Income for 1976-77:

Dues:		
Memberships:		
Institutional	**$27,051.30**	
Professional	**3,865.00**	
Personal	**505.00**	
Total Dues		**$31,421.30**
Miscellaneous Revenues:		
Proceedings Sales	**$ 137.00**	
Periodical	**155.00**	
Other	**214.00**	
Application Fees	**900.00**	
Total Miscellaneous Revenues		**1,406.00**
Total Operating Income for 1976-77		**$32,827.30**
Income from Interest during 1976-77		**2,356.08**
Total Income for 1976-77		**$35,183.38**

EXHIBIT C

Expenses for 1976-77:

Publications:		
Newsletter	**$1,598.93**	
Proceedings	**1,428.00**	
Directories	**1,542.90**	
Contingencies	**44.50**	
Total Publications		**$ 4,614.33**
Office Expense:		
Salaries and Fringe Benefits	**$3,175.21**	
Reimbursement to University of Oklahoma	**9,600.00**	
Printing and Duplicating	**432.77**	
Equipment Rental	**264.00**	
Communication	**454.92**	
Audit	**100.00**	
Supplies	**220.84**	
Miscellaneous	**212.77**	
Total Office Expense		**14,460.51**

Travel:		
General (Includes Visitation Expenses of $730.55)	$3,015.88	
Midyear	2,688.75	
Program	343.98	
Committee	871.36	
Executive Committee	961.71	
Total Travel		7,881.68
Board of Directors:		
Annual Meeting	$ 383.53	
Midyear Meeting	256.84	
Total Board of Directors		640.37
Annual Meeting — Program		650.00
Committee:		
General	$ 413.25	
Joint Report	750.00	
Total Committee		1,163.25
Dues:		
American Council on Education	$ 650.00	
CAEO	100.00	
Total Dues		750.00
Honorarium:		
Editor, Newsletter	$1,150.00	
Executive Vice-President	2,000.00	
Total Honorarium		3,150.00
Presidential Expenses		200.95
Total Expenses for 1976-77		$33,511.09

Appendix C

REPORT OF THE ADVISORY COMMITTEE

The Advisory Committee did not hold a formal meeting during 1976-77. The Committee was asked by President William D. Barton to consider and to offer advice on two matters, and the advice on these concerns was collected by mail.

One of the new committees established during 1976-77 was the Committee on Gifts and Grants, and the Committee was chaired by Frank Funk. The first charge to the Committee was that it should consider the matter of whether or not ACHE should become involved in the pursuit of gifts and grants. Is this activity appropriate for ACHE considering our structure and objectives?

With regard to the first query of the Advisory Committee, there was general consistency among the responses, and it was necessary to summarize them as a definite "No." Among the positive responses, it was suggested that funding might be sought for the support of specific projects or programs.

The second point on which advice was sought was prompted by information received from the Academy for Educational Development. The ACHE Board of Directors considered the question of whether or not materials should be submitted for a candidate for the award to be granted by the Academy in 1978. The submission of such a nomination would stress the contribution made to the field of continuing higher education.

In response to this query, a number of suggestions were made, but it was suggested that the Board should consider carefully the possibility of an award being made before the materials for a candidate were submitted. In any event, the list of names compiled by the Advisory Committee was submitted to President Barton, and a report was made to the Board.

Several members of the Advisory Committee suggested that a formal meeting of the Committee should be held, if at all possible, during 1977-78.

Richard D. Robbins, Chairperson

Appendix D

REPORT OF THE AWARDS COMMITTEE

The Awards Committee was established when William Barton assumed the presidency of ACHE in 1976. The purpose of the committee is to select individuals to receive merit awards, to recommend recipients of other awards, and to recommend policies on awards.

With the assistance of the Committee on Regions, the Awards Committee canvassed the membership for suggestions of nominees for the Merit Awards. The nominees were then submitted to the Board, and the recipients of the Merit Awards will be announced during the banquet ceremonies of this Conference.

The Awards Committee was not as fortunate in its attempt to provide the Board with the names and background of persons who might be considered for the Leadership Citation. The scheduling of the mid-year Board meeting immediately following the spring regional meetings, and late publication of *CHE*, greatly hampered the efforts of the Awards Committee.

The Committee considered two major changes which pertain to the expansion of the awards system. It has recommended against programmatic awards. The task would be difficult for such a small committee to administer, and there would be considerable duplication with NUEA. In regard to the second change, it has recommended in favor of the proposal to support an ACHE member for the receipt of an award sponsored by an independent group. The Committee would assume the responsibility for gathering the data and forming a support group on behalf of a designated ACHE member who might qualify for such awards as those offered by the Academy for Educational Development and the Education Commission of the States

For Further Consideration by the Committee:

1. Develop a packet of nomination forms to be mailed to each member. The packet would contain information pertaining to the Merit Award (special recognition) and the Leadership Citation.
2. Continue to seek nominations for the Merit Award (retirement) through the Committee on Regions. This will assure the Committee

that all retiring members are brought to the attention of the Board.

3. Establish effective procedures to work closely with the Board and the membership to identify potential recipients of ACHE awards and awards from independent groups.

Nicholas Kolb, Chairperson

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Appendix E

REPORT OF THE COMMITTEE ON COMMUNITY RELATIONS AND URBAN AFFAIRS

The Committee on Community Relations and Urban Affairs considered the purposes and goals as established by ACHE. It was agreed that the Committee would focus on Goal 2 — to provide information . . . on programs offered by continuing education in community relations and urban affairs.

The Committee considered two directions in working toward this goal: either to provide an interpretation of the results of last year's survey; or to provide a different type of information on programs offered by continuing education in this area. Since the results of the well thought out survey of the 1976 Committee were rather straightforward, an attempt at analysis of the results would not necessarily be productive. Therefore, it was decided that the second of these directions be pursued.

The Committee believes that an annotated bibliography of recent publications in the area of community relations and urban affairs would be useful to the entire membership of ACHE. If the Research Committee of ACHE and the Board of Directors agree that this project will be valuable to its membership, then the Committee will actively continue its task in the months ahead. The entire membership of the Committee has agreed to continue to serve and to work towards this goal.

The Committee also wishes to express its appreciation to Constance M. Scott, immediate past-chairperson of the Committee on Community Relations and Urban Affairs, for her able assistance and guidance.

John H. Fixl, Chairperson

Appendix F

REPORT OF THE COMMITTEE ON CONTINUING EDUCATION IN THE PROFESSIONS

Continuing education in the professions is one of the fastest growing movements in the education of adults. While much of the movement has been fostered by a host of mandatory statutes (or the fear of such) requiring professionals to acquire certain amounts of continuing education for relicensing, there has been a parallel increase in the amount of continuing education offered on a voluntary basis.

While the term "professional" has been traditionally interpreted to include only those professions that require long periods of academic preparation and demonstrated experience, the committee interprets its parameters to include "other" occupational groups that are involved in educational activities to upgrade the status of their work. Such groups include purchasing agents, data processors, secretaries, allied health professionals, managers, legal assistants and many others. Within these occupational groups have sprung a number of certification programs, usually sponsored by professional associations, which utilize examinations to assess and recognize individuals who have mastered certain levels of information and skills.

Along with colleges and universities, professional associations are becoming more active in programming. Many associations have a continuing education specialist with the responsibility of programming, and in some cases, a staff of programmers, dependent on the size of the association. Many associations are seeking to work with local institutions in cosponsoring programs. Not only can institutions provide local assistance, but also added prestige to the association as the associations attempt to upgrade the quality and recognition of their programming.

A portion of this report provides a sample of information sources to which institutions might turn for more information regarding the educational activities of specific professions or occupational groups.

The Committee on Continuing Education in the Professions views its major role as being the accumulation and dissemination of information to ACHE members. The broad spectrum of educational activities within the professions and various occupational groups forbids a comprehensive survey of the total field, unless the committee focuses its attention to the role being played by member institutions. While the activities of member institutions will be studied, efforts will be undertaken to examine the nature and opportunities afforded to member institutions.

Louis E. Phillips, Chairperson

Information Sources

A valuable source of information about professional associations is the ENCYCLOPEDIA OF ASSOCIATIONS published by Gale Research Co., Book Tower, Detroit, Michigan 48226. A new edition is published annually and sells for about $45. The encyclopedia provides a synopsis of each association and a brief statement about the association's educational activities. Experience has shown that most professional associations are very willing to correspond regarding their educational activities.

Mandatory continuing education is generally the province of a state licensing board. Licensing boards generally have detailed guidelines regarding their requirements. A number of national associations compile data on the various state requirements and will issue such reports upon request. The following associations maintain information on the mandatory requirements of various professions by states.

Nurses
American Nurses' Association
2420 Pershing Road
Kansas City, MO 64108

Lawyers
American Bar Association
1155 East 60th Street
Chicago, Ill. 60637

Optometrists
American Optometric Association
700 Chippewa Street
St. Louis, MO 20036

Real Estate
National Association of Real
Estate License Law Officials
1515 Grant Building
Pittsburg, PA 15219

Veterinarians
American Veterinary Medical
Association
930 North Meacham Road
Schaumburg, Ill. 60196

Social Workers
National Association of Social
Workers, Inc.
1425 H Street, N.W.
Suite 600
Washington, D.C. 20005

Pharmacists
National Association of Boards
of Pharmacy
1 East Wacker Drive
Suite 2210
Chicago, Ill. 60601

Nursing Home Administrators
American Health Care Association
1200 15th Street, N.E.
Washington, D.C. 20005

Physicians
American Medical Association
535 North Dearborn Street
Chicago, Ill. 60610

Certified Public Accountants
American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, N.Y. 10036

Dentists
American Dental Association
211 E. Chicago Avenue
Chicago, Ill. 60611

Engineeers
National Council of Engineering Examiners
Box 5000
Seneca, S.C. 29678

Note: The ACHE Committee on Continuing Education in the Professions respectfully requests any additional information or corrections from ACHE members. Information should be sent to Louis E. Phillips, Furman University.

The following certification programs represent a limited number of certification efforts that now exist. In most cases associations administer an examination for certification. Many associations provide study outlines for their examinations, however very few actually publish study materials or conduct programs specifically for certification preparation.

Quality Control
American Society for Quality Control
161 West Wisconsin Avenue
Milwaukee, Wis. 53203

Secretaries
National Secretaries Association
2440 Pershing Road
Crown Center, Suite G-10
Kansas City, MO 64108

Legal Secretaries
National Association of Legal Secretaries
3005 E. Skelly Drive, Suite 120
Tulsa, Okla. 74105

Internal Auditors
Institute of Internal Auditors
5500 Diplomat Circle, Suite 104
Orlando, Fla. 32810

Financial Analysts
Financial Analysts Federation
219 E. 42nd Street
New York, N.Y. 10017

Managers (2)
National Management Association
2210 Arbor Blvd.
Dayton, Ohio 45439

Administrative Management Society
World Headquarters
Willow Grove, PA 19090

Production and Inventory Control
American Production and Inventory Control Society
Watergate Bldg., Suite 504
2600 Virginia Avenue, N.W.
Washington, D.C. 20037

Materials Handling and Management
International Material Management Society
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Manufacturing Engineers
Society of Manufacturing Engineers
20501 Ford Road
Dearborn, Mich. 48128

Purchasing
National Association of Purchasing Management
11 Park Place
New York, N.Y., 10007

Data Processing
Data Processing Management Association
505 Busse Highway
Park Ridge, Ill. 60068

Traffic and Transportaton
American Society of Traffic and Transportation
547 W. Jackson Blvd.
Chicago, Ill. 60606

Maintenance
American Institute of Maintenance
710 W. Wilson Avenue
Glendale, Calif. 91209

Personnel Directors
American Society for Personnel Administration Accreditation Institute
P.O. Box F
Berea, Ohio 44017

Dieticians
American Dietetic Association
430 N. Michigan Avenue
Chicago, Ill. 60611

Note: The ACHE Committee on Continuing Education in the Professions respectfully requests any additional information or corrections from ACHE members. Information should be sent to Louis E. Phillips, Furman University.

Appendix G

REPORT OF THE COMMITTEE ON STATUS OF WOMEN IN CONTINUING HIGHER EDUCATION

Introduction

In view of the thorough and longitudinal nature of their study, the Committee on the Status of Women in Continuing Higher Education suggested (at the conclusion of their report last year) that such a Committee would not be necessary for the next few years. Compilation of such data requires reasonable intervals in order that proper assessment may be made as to whether or not there have been progressive changes. It was felt, however, that it would be useful at this time to send a questionnaire to the various regions on the status of compliance with Title IX (non-discrimination by sex) as mandated by the Federal Government.

The Data

Questionnaires were sent to institutions selected at random, in each of the regions. Confirmation was sought concerning the number of women employed in professional positions in 1974 and the number in 1977, and inquiry was made whether or not the institution was now in compliance. Comments were also solicited in relation to the number of women in these positions, etc. Judging from the compilation made for Regions I, II and III one would surmise that there was approximately 60% return on the number of questionnaires sent (Table I). Table II presents the data culled from 91 questionnaires. There were 249 women employed professionally by these institutions in 1974; in 1977 there were 411, an increase of 65%.

In terms of Title IX compliance, with the exception of one region (in which case one school is currently taking action to come into compliance, another institution was unaware of the requirements for compliance with Title IX, and our Canadian "sister" institutions for whom this is inapplicable) the respondents reported 100% compliance. An interesting piece of data to surface was

98

that there were several institutions (9%) which had no professional staff women in Continuing Education in 1974. While these institutions stated they were in compliance withTitle IX there are presently no women who enjoy professional status. The number of institutions who have increased the percentage of women from 1974 to 1977 is approximately 68%, the same percentage as that of the total increase of women. However, there were some institutions in which the percentage of women during this period decreased by 4% whereas 18% of institutions reported having had the same number of women in their employ during this period.

There are several problems with these data and they are so noted. In writing to the member institutions and then organizing the data into regions the committee discovered that several of the institutions belong to two or more regions, so that the individual data on Table I reflects more institutions than the total number received, i.e. the total number who responded. Another serious problem in compiling such data, and this problem was evident in the report by the previous Committee (Sisley *et al*, '76), was that the question of professional status is an ambiguous one. Professional status includes directors of programs, assistant deans, deans, that is, those responsible for general administration. Several institutions, however, commented that their entire teaching staffs and/or administrative assistants were included. Where entire teaching staffs were included such data was discarded by the committee.

Inasmuch as this study was undertaken primarily as a narrowly defined project on the status of women with respect to Title IX compliance, and not an in-depth study, we were not concerned with the size of any of the continuing education operations. Clearly, and this was something which was not addressed by the previous report as well, any questionnaire concerning numbers and positions, (executive positions by either men or women) must take into account the overall increase in such programs as they have progressed from 1974 to 1977. If programs were decreasing in size one could understand a decrease in the number of persons employed; there must be some correlation with the size of the program as it relates to the number of emplyees as well as the kinds of programs which would involve professionally oriented persons.

Conclusions and Summary

Respondents to the questionnaire indicate compliance with Title IX: nondiscrimination in hiring and promotion by sex. No attempt was made to verify the statement. This would require information as to size of program as well as number of males hired during that same period. Therefore, while the committee feels that it might be appropriate for ACHE to send out a brief questionnaire to each institution every year to check for compliance of Title IX as mandated and perhaps include additional question on growth and/or decline of programs between the two years in question, it would be difficult to get any more definitive information year by year simply because of the nature of the planning process and the development of programs. No doubt it would be more appropriate to develop an in-depth study with a concise set of questions such as that established by the previous committee. Longitudinal research surveys every five years would be in order for ACHE to maintain relevant and ongoing statistics.

In view of the finding reported earlier that more women were working on terminal degrees (annual report 1975-76) it would be of significance to ascertain whether or not by 1980 (to allow a reasonable time frame) they have completed those degrees and, if so, was there a concommitant increase in the rank and/or salary achieved by these women. The answer to such questions would provide meaningful information as to the progress made by women in continuing higher education.

The conclusions presented in the annual report of 1974-75 are as valid now as they were then. ". . The committee recommends that this survey's results be given serious consideration by the organization and by each of its member institutions. Continuing Higher Education in order to maintain growth and vitality must make the most of all its potential. Staff development — for both men and women — should be a priority on every campus. We can no longer afford, if we ever could justify, discriminating personnel policies. We need to encourage the kind of leadership which recognizes staff potential, encourages its development, and awards its accomplishments without regard to male or femaleness."

Leslie S. Jacobson, Chairperson

TABLE I

	Regions	
	II	III
Number Questionnaires Sent	75	
Number Questionnaires Returned	44	
Title IX Compliance	(41 Yes, 1 Taking Action 1 Unknown, 1 not Applicable)	
Number Women Increased	94 (30 Institutions)	
Number Women Decreased	3 (2 institutions)	
Number Women Same	14 (6 institutions)	
Number Institutions with 0-0 Women	5	

TABLE II

REGION	1	2	3	4	5	6	7	8	9	10	11	TOTAL
#of Questionaires	40	27	28	3	8	7	9	8	10	8	6	91[1]
# of Women 1974	121	52	53	1	28	14	17	16	26	24	18	249[2]
# of Women 1977	187	89	104	4	43	40	46	38	51	39	32	411[2]
Percent Increase of Women	55	71	96	300	54	136	170	138	96	63	78	65%
Title IX Compliance % (1 Taking Action)	100	96	100	100	100	100	100	100	100	100	100	100%
Percent Institutions with 0-0 Women	10	15	11	33	0	14	22	0	0	13	0	9%
Percent Institutions with increase in # of Women	67.5	67	68	66	50	86	67	75	70	62.5	83	68%[3]
Percent Institutions with decrease in # of Women	5	7	7	0	12.5	0	0	12.5	0	0	0	4%
Percent Institution with same # of Women	17.5	11	14	0	37.5	0	11	12.5	30	25	17	18%

1. The data from institutions listed under areas containing multiple regions is skewed; data was used in the calculation of each region.

2. There seems to be some confusion as to what a "professional position" is. Some institutions included their entire teaching staff. In this event the data was discarded.

3. Any study of the increase of the number of women in continuing education must take into account the overall increase of such programs. No such data is provided.

Appendix H

REPORT OF THE ACHE GIFT AND GRANTS COMMITTEE

General Purpose: President Barton appointed three members to this *new* committee in March, 1977. His telephoned statement of purpose to the chairperson suggested that this year's committee should take a general look at the feasibility of ACHE's pursuing external gifts and grants and to recommend to the Board whether or not, in the opinion of the committee, it was worth the effort as well as indicating projects (e.g. publication, etc.) that we might attempt to get externally funded.

Activities: The committee operated through correspondence and telephone, had no face-to-face meetings. The following five questions were developed for committee discussion:

1. What do you think is the likelihood that ACHE can achieve some outside gifts and grants?
2. How do we decide which specific ACHE projects or needs should be addressed?
3. What are the potential sources (persons, private foundations, government, etc.) which might fund ACHE-defined projects?
4. How do we locate proposal guidelines and deadlines for such sources?
5. Through what specific process should such proposals be written? What internal ACHE clearance shoud take place before proposals are sent?

One committee member responded by letter, another by telephone. (One is unable to come to Montreal). The following is an attempt by the chairperson to indicate the response of the two other members and his own to the five questions above:

1. *Likelihood* – All three believe the ACHE should try for external funds and might secure some as a national organization. One felt we could

develop "a research/action network."

2. *Projects* – Two felt a standing committee of no more than five members with geographical proximity could develop a specific list of projects to recommend to the Board. There is a feeling that the actual securing of outside funds could not be totally left to such a committee. Two felt that outside sources would feel an internal publication's funding to be inappropriate; organizations should cover publications for internal use with their own dues. One felt the best first project would be for training of New Professionals.
3. *Sources* – Two felt that all sources now accessed by individual institutions should be explored. One suggested that the private foundations such as Carnegie would be most fruitful.
4. *Proposal guidelines* – Two see the possibility of a committee as an information bank on funding sources and then screening proposals from within ACHE to match them up with potential sources. One didn't respond to this question.
5. *Writing proposal and clearance* – All feel the Board should approve any proposals to be submitted on behalf of ACHE. Two felt that it was difficult to project the committee as the initial source of a written proposal (narrative and budget) without outside help.

Frank E. Funk, Chairperson

Appendix I

INTERNATIONAL CONTINUING HIGHER EDUCATION COMMITTEE REPORT

The Committee has been engaged in exploring future directions for the Committee. These explorations will be conveyed to the Committee for the ensuing year.

John A. Mapp, Chairperson

Appendix J

REPORT OF THE LEGISLATIVE COMMITTEE

INTRODUCTION

Throughout the year your Legislative Committee has attempted to report, via *CHE*, legislation-related developments of particular concern to continuing higher education. The committee thanks *CHE* Editor Dr. Clarence H. Thompson for his assistance in publishing its reports.

In addition, reports were prepared for President William D. Barton, President-Elect James R. McBride, and for presentation at the mid-year Board of Directors meeting.

FINAL REPORT

Congressional interest in some type of tuition tax credit continues to grow. Senators Bob Packwood (R-Ore.) and Daniel P. Moynihan (D-N.Y.) have introduced Senate Bill 2143 which would allow taxpayers a tuition tax credit of up to $500 toward the cost of education. To be eligible, a student can be enrolled part-time or full-time in an elementary or secondary school, vocational school, business school, college or university which meets OE accrediting requirements. The bill would permit taxpayers to substract one-half of the tuition paid, to a maximum of $500 per student, directly from the income tax owed. The bill has 41 co-sponsors. (See also "How to Make Our Schools Better," by George Will, in the October 31, 1977, issue of *Newsweek*.)

* * * * *

The House and Senate have passed legislation (HR 5383) that amends the Age Discrimination in Employment Act of 1967 by raising to 70 years the minimum mandatory retirement age for workers in certain private organizations and state and local governments. Excluded from the Senate version, however, are tenured college faculty members and senior business executives.

President Carter has suggested that the effective date of the new 70-year limit be postponed until January 1979 to allow for the planning of a "smooth transition" and to evaluate the impact of the measure.

* * * * *

The U.S. Commission on Civil Rights has formally endorsed the concept of affirmative action programs and the setting of numerical goals at professional schools to increase minority enrollments. Commission Chairman Arthur S. Flemming released the document, *Statement on Affirmative Action,* the day before the Supreme Court was to hear oral arguments in the Bakke case.

The U.S. Court of Appeals for the Seventh Circuit has ruled for the second time that individuals may not sue under Title IX, which prohibits sex discrimination in education programs that receive federal funds.

In the rehearing of the suit filed by Ms. Geraldine G. Cannon against the University of Chicago and Northwestern University, the Circuit Court upheld a lower court ruling that only HEW could decide grievances filed under Title IX.

* * * *

"The Imperial Court" is the title of an article that takes a penetrating look at the manner in which the Supreme Court in recent years has "taken over the policy-making powers of the state legislatures and substituted government-by-judiciary. Appearing in the October 9, 1977, issue of *The New York Times Magazine,* the article by Raoul Burger, goes on to point out that:

> By resort to the allegedly vague "equal protection" and "due process" clauses, it [the court] has replaced the choices of the framers [of the Constitution] by personal predilections of the Justices, which may vary with the changing of the judicial guard.

The author goes on to take a close look at the legislative history of the 14th Amendment, the basis for considerable litigation in higher education.

* * * * *

Congressional action has been completed on a bill (HR 7769) which will allow 150,000 Indochinese refugees to amend their immigration status to permanent resident alien. This action will permit them to qualify for instate tuition fees and certain job categories from which they are now excluded.

* * * * *

The Veterans Administration has proposed a regulation which clearly defines "prompt refunds" to be made by a school when a veteran, or a VA-sponsored student fails to actually enter a course, withdraws; or when the course is cancelled. Published in the October 12th *Federal Register,* the new

106

regulation would cover texts, supplies, tuition and fees.

The proposed rule provides that ". . . any institution which fails to forward any refund due within 40 days . . ." shall be deemed to have failed to make a prompt refund. The proposed is intended to correct the problems caused by unreasonable delays and pressure schools to be more "expeditious and uniform" in their refunds.
Wayne L. Whelan, Chairperson

NOTE: Copies of all public laws may be obtained from the Senate Document Room or the House Document Room, U.S. Capitol, Washington, D.C 20510-

107

Appendix K

REPORT OF THE COMMITTEE ON MEMBERSHIP DEVELOPMENT

The Membership Development Committee concentrated this year on working through Regions to develop interest in membership in regional activities first — progressing to ACHE membership as soon as the situation indicated. Membership activity is up over last year and Howell McGee indicated recently that memberships over-all were noticably higher this year. A major force in that increase has been the very active interest of President William D. Barton who did more than just push the Membership Development Committee — he has been by far the best membership developer in ACHE.

Membership Development Summary:

Item I. Eleven new Institutional Members have applied, and qualified, this year. Four were approved in May and the other seven come up for approval at the national meeting this month.

Item 2. There are sixty additional Professional Members — an almost 50% increase in total professional membership.

Item 3. There was one new contributing member.

Since you will be reading this report I hope you will bring new potential members to the attention of the undersigned. If in doubt as to whom to contact — please contact Chairman MacDonald, E-115 Dietrich Hall, Wharton Evening School, University of Pennsylvania, Philadelphia, Pa. 19104. Let's encourage those with a commitment to provide an opportunity in higher education for adults to join their colleagues in the Association for Continuing Higher Education (ACHE)!

Robert L. MacDonald, Chairperson

Appendix L

REPORT OF THE COMMITTEE ON NON-TRADITIONAL EDUCATION

The Non-Traditional Education Committee is an Ad Hoc Committee of the Association for Continuing Higher Education created by the President and has the following purpose and goals:

Purpose:

To apprise the membership of programs of non-traditional education.

Goals:

1. Be the liaison from ACHE to other groups interested in non-traditional education.
2. Provide information on programs of non-traditional education to the membership.

Based on the goal statement as established by the ACHE Board of Directors, the Committee on Non-Traditional College Credit established the following objectives as procedures for implementing the goals:

1. Prepare a policy statement for possible adoption by ACHE stating basic philosophy in regard to non-traditional credit. This statement, if adopted, would then be communicated to other organizations dealing with non-traditional college credit.
2. Report to the membership of ACHE through the *CONTINUING HIGHER EDUCATION* of conferences and meetings attended by members that relate to non-traditional education.
3. Sponsor programs dealing with non-traditional credit at ACHE's annual conference.

4. Maintain contact with the twelve regions to encourage and provide assistance to the regions on attention being given to non-traditional education at regional meetings.
5. Provide articles to *CONTINUING HIGHER EDUCATION* dealing with concepts of non-traditional credit.

CURRENT ISSUES:

One of the key issues at the present time is the Regional Accreditation Boards interpretation of standard nine. Some of the Boards have expanded their concept and have given sanction to non-traditional programs, i.e., accreditation of the New York Board of Regents External Degree. Other regional boards have viewed that standard nine should be revised and have already implemented a policy of regressing toward more traditional credit programs for colleges to remain accredited.

Another issue is which organizational body makes the recommendations and decisions for the awarding of non-traditional credit. There are no clearly defined guidelines in this area. In attempting to secure credit for "life experiences," such questions may be posed by students as, "I have lived in 22 of the states in the U. S.; therefore, should I not receive credit for U. S. regional geography?" Another specific question often posed is, "I am a mother of a 16 year old child; therefore, should I not know the stages of child development and should I receive credit for Developmental Psychology?" Does the individual institution or individual departments within an institution make such credit determinations? If so, on what basis is the evaluation made? What is an adequate documentation source?

While the Committee on Non-Traditional Credit does not have "the" answer to such questions, it is attempting to secure information on developments in this area in different regions of the country and to provide this information to members of the association.

The Committee requests that individuals and institutions provide information to the Committee through any of the Committee members regarding their procedures and policies regarding non-traditional credit so that this information can be shared with the association.*

Kline W. Johnson, Chairperson

* Since presentation of the report of the Committee, Member John A. Valley has furnished the following supplementary information: Another growing area of concern in nontraditional education is that of experiential learning and its assessment. As a concept, experiential learning involves educational opportunities outside the classroom, such as cooperative education for example, which occur under the sponsorship of a college or university. The concept also encompasses the nonclassroom learning students may bring to an institution that occurs prior to enrollment. Learning of the latter variety, including its assessments is of substantial interest to the institutions with programs designed to serve mature adult students. Obviously therefore experiential

learning is of interest to the Association for Continuing Higher Education and its membership. The Committee on Nontraditional Education wishes to call to the attention of the Association the work that has gone forward since 1974 under the Cooperative Assessment of Experiential Learning (CAEL) project. A recent CAEL publication that may be especially useful is Warren Willingham's, *Principles of Good Practice In Assessing Experiential Learning*. This publication, and others, is available from Council For The Advancement of Experiential Learning, American City Bldg., Suite 208, Columbia, MD 21044.

Appendix M

REPORT OF THE COMMITTEE ON CONTINUING EDUCATION FOR OLDER ADULTS

Since the establishment of this committee early this fall consideration has been given to locating sources for models of retirement planning programs. Although the list is not complete three can be reported at this time and are listed below.

Preretirement programs have been called by many names: preparation for retirement, preretirement counseling, preretirement education, and retirement planning. Whatever their name they have utilized for the most part one of two approaches to the consideration of retirement contingencies: the individual approach by which the employee and occasionally his spouse are invited to talk over with the employer or his representative such things as terminal pay, pension benefits or various forms of insurance; and, the group approach by which a number of employees are brought together at one time to participate in retirement planning discussions.

The origins of the group type of preretirement planning program on the other hand, can be traced to the pioneering work of two American universities: The University of Chicago and The University of Michigan. At The University of Chicago, where work was begun in 1951, the program drew heavily on the research findings of a number of social scientists at the University who were engaged in some of the first studies of the problems and adjustments of older people (Cavan *et al.*, 1949; Havighurst and Albrecht, 1953; Friedmann and Havighurst, 1954).

At present the Industrial Relations Center of The University of Chicago has a well developed program titled "Making the Most of Maturity" which it offers to industries throughout the country (Burns, 1960; Burgess, 1960), and it trains personnel men and others as discussion leaders for programs. The University's Union Research and Education Projects unit also has developed a program titled "Looking Ahead to Retirement" which offers primarily to labor organizations (Anonymous, 1959); it has served effectively as a consultant to labor union groups in the development of materials, and it has a training program for discussion leaders.

AIM —Action for Independent Maturity — is a new membership division of the nearly 10 million member American Association of Retired Persons. As a public service, AIM has developed comprehensive course manuals and audio-visual materials for an eight session Retirement Planning Seminar. The package of Seminar material is available to anyone wishing to conduct retirement planning programs for employees, organizations or the general public through contiuing education units.

The University of Michigan conducted its first education program for older people during the spring of 1948 (Tibbits, 1948). Although it was not called preretirement education, it was concerned with and titled "Problems and Adjustments in Later Maturity and Old Age" and was essentially designed to assist persons to adapt to the socio-psychological changes concomitant with aging and retirement. This program, like those at The University of Chicago, was based on earlier studies of the needs and problems of adjustment of older people conducted by Clark Tibbitts. Later the program was adapted for use with hourly-rated workers (Hunter, 1956). Other programs were added including a liberal education type discussion program for middle aged people (Tibbitts and Donahue, 1960) and programs to train union and industrial personnel as discussion leaders for preretirement programs (Hunter, 1960).

1. Preparation for Retirement Program
Institute of Gerontology
University of Michigan-Wayne State University
520 E. Liberty Street
Ann Arbor, Michigan 48109
313/764-3493

2. Looking Ahead to Retirement
University Extension and Education Projects
University of Chicago
5801 South Ellis
Chicago, Illinois 60637
312/753-3137

3. Retirement Planning Seminar
Action for Independent Maturity
1909 K Street, NW
Washington, D.C. 20049
202/872-4700

4. Pre-Retirement Programming
Society for Pre-Retirement Program Planners
Paxton Manor, Room 206
14th and Farnam

Omaha, Nebraska 68102
402/344-3562

The Committee engaged in a study to survey continuing education programs for older adults. The report preparation was done by Hidde Van Duym.

Of the 330 questionnaires sent out, 185 were returned. Of these 185 responding institutions, 120 reported no programs for the elderly, 25 reported no programs but the availability of remitted/reduced tuition for existing courses, and 40 institutions reported having one or more actual programs for the elderly. Of these institutions 75% were located east of the Mississippi River.

The most popular program type was Liberal Studies (28) followed by Elder Hostel, Pre-retirement with eight each. The only other significant type was Health and Recreation with six programs. The Elder Hostel and Preretirement was repeated at least once each year while the other program types were ongoing throughout the year.

In response to the purposes of these programs, eight were listed by the respondents. The purpose of intellectual stimulation was given twenty-seven times. Other purposes and frequency were: coping (15), pre-retirement (12), hobby (10), socialization (2), degree (1), political action (1) and volunteers (1).

Most of the programs were administered by the continuing education division. The numbers attending by program were: under 25 attendees — ten programs; 25-50 — seven programs; 50-100 — ten programs; 100-200 — eleven programs; and over 200 — six programs.

Most of the programs were taught by full time faculty members. The funding was about equally divided between govermental funding and no outside funding sources. The majority of the programs had started in the last four years.

Older persons were frequently involved in the program planning. Needs assessment was utilized in twenty-six programs. Most programs used some type of evaluation to determine the effectiveness of the program.

The media was most often utilized in the promotional activities (32). Brochures were printed for sixteen programs.

DAVID BRIGHAM, Chairman

Appendix N

REPORT OF THE COMMITTEE ON PROFESSIONAL STAFF DEVELOPMENT

The Professional Staff Development Committee is a new standing committee established by the Board of Directors. The purpose of the committee is "To recommend for development and coordination, programs of the Association for the professional training of continuing educators."

The Committee was not organized until late Spring and has not had a great amount of time to become functional. One of the major goals was to provide a program in Montreal devoted exclusively to the idea of Professional Staff Development. The Chairman of the Professional Staff Development Committee was a member of the Program Committee and worked closely with that committee in providing the Montreal Program.

One of the workshop sessions at Montreal is devoted to ACHE's role in Professional Development. The committee hopes to obtain from this session the views of the membership on the exact role ACHE should follow.

The Committee planned to look at a regional professional seminar in the Western Region as a prototype for other regions, but unfortunately it was canceled.

Basically, this year has been one of getting the Committee organized and planning of a program that will get the membership of ACHE thinking in terms of professional staff development.

Sam C. Bills, Chairperson

Appendix O

REPORT OF THE COMMITTEE ON PUBLIC INFORMATION

The Public Information Committee participated in various activities during 1977 and held one Committee meeting. All Committee members were not able to attend all activities due to the geographical dispersion of the Committee members.

At the 38th National meeting of ACHE at the Ben Franklin Hotel in Philadelphia last November, the provision of funds for two advertisements in the Chronicle of Higher Education was approved at a subcommittee meeting attended by Howell W. McGee, William D. Barton, James R. McBride, Richard D. Robbins and the undersigned. During the year, John W. Mybeck, Director of University Relations at Purdue University was designated as the liaison to the Public Information Committee from the Board of Directors.

The Chairman of the Public Information Committee participated with Richard D. Robbins in the visitation to the George Mason University last Fall. In the Spring, ACHE President William D. Barton requested the Public Information Committee to represent ACHE at the Education Officers World Wide Conference in April sponsored by the University of Maryland at College Park, Maryland. Our Executive Secretary was able to provide ACHE brochures which were distributed at the World Wide Conference which was attended by a liberal number of ACHE members as well.

During the Spring, the Public Information Committee worked with Howell McGee, President Barton and Pete Popham to ascertain the key data for our Chronicle Advertisements which were generated as a result of the Committee meeting held on June 7, 1977.

Draft advertisements for August and September were forwarded to the Public Information Committee liaison member, John Mybeck, in June for placement in August and September as noted in the Summer 1977 issue of "Continuing Higher Education."

The Public Information Committee sent out copies of "Why Join ACHE" with the recommendation that it be used in Regional Announcements and Newsletters as was done in Region V. Also in June, the Public Information Committee requested the Editor of "CHE," Dr. Clarence Thompson to add the Public Information Committee to his mailing list since copies were not being received.

The Executive Secretary, Howell McGee provided the Public Information Committee a copy of a general letter about ACHE to be sent to Colleges and Universities around the Country over the signature of President Barton. This proposal was highly endorsed by the Public Information Committee and it is understood that it will be disseminated by the Membership Committee.

Other routine actions by various members of the Public Information Committee include the provision of the national meeting notices to UNESCO and Mr. Barrer, Publisher of Today Publications and News Services, Inc. In addition, at the request of the Executive Secretary of ACHE, material concerning ACHE is being prepared for Leonard Krivy, Director of Public Relations of WCAV (CBS Radio, Philadelphia) for possible featuring in his daily news broadcast "Schools and Schooling."

Finally, we lost Dr. John K. McCormack, formerly Dean of the Loyola College Evening Division from Committee participation due to health reasons. Dr. Alvin C. Jensen, Associate Dean, College of General Studies, The George Washington University, kindly consented to replace Dr. McCormack as of our Committee meeting held June 7, 1977.

Douglas H. Carter, Chairperson

Appendix P

REPORT OF THE PUBLICATIONS COMMITTEE

The Publications Committee held a meeting at Xavier University in Cincinnati on July 5 and 6, 1977. Present were: Edward J. Baumann, Joseph Fantl, Robert H. Helmes, and Deborah Kohler. Noel Bishop was unable to attend but had communicated some recommendations beforehand.

1. The Committee decided to make these general recommendations to the Board concerning the Association's publications:
   - A. That the Association's publications be given a high priority in the Association's budget.
   - B. That a Publications Committee be permanently estabished, that it meet annually for an in-depth review of publications and proposals for new publications, and that its approval be required for the initiation of any new publications.
   - C. That the Association aim at quality rather than quantity in its publications.
   - D. That the Association adopt a new logo to be printed on all its publications, and that this logo be easily recognizable as the logo of ACHE.
   - E. That no *Directory of Spouses* be published; that the annual *ACHE-NUEA Statistical Report* be discontinued; and that the Association cease publication of the *Proceedings* of its annual conventions and use the savings to improve its other publications. (A minority report from Deborah Kohler suggested a modification of the *Proceedings* to give a relatively brief report of perhaps 25 pages that would not include verbatim statements and presentations but only synopses of major concerns, suggestions, thrusts, and solutions; copies of principal addresses might be made available to individuals who specifically ask for copies.)
   - F. That the Editor of *Proceedings* be dropped from the Board of Directors even if the Committee's recommendation on discontinuing the *Proceedings* is not adopted.

G. That the Editor of *Continuing Higher Education* not be a voting member of the Board of Directors and not even be asked to attend the meetings of the Board if he/she can get accurately and completely in some other way that information which should be communicated to all the members through *Continuing Higher Education*.

H. That the Editor of *Continuing Higher Education* (and also the Editor of *Proceedings*, if that publication is continued) be appointed by the Executive Committee for a one-year term, renewable any number of times, and that the appointment be made on the basis of the person's professional credentials for an editorial position.

I. That the *Program* for the Annual Convention be a special publication mailed to the members and not be published as an item in *Continuing Higher Education*.

2. The Committee had received copies of the first issue of *5 minutes with ACHE* which had just been tentatively introduced as a possible publication of 2 to 4 pages issued monthly except for June and July. The Committee felt that this publication could have very great value in communicating especially information that has temporary value or materials and information that should be disseminated quickly.

Concerning this publication, the Committee decided to recommend to the Board of Directors:

A. That it be published ten times a year, normally have four pages, and be edited by the Executive Vice President.

B. That an artistic masthead be designed; that the masthead include a new logo to be adopted; that the meaning of the acronym "ACHE" be shown to be "Association for Continuing Higher Education"; that future issues show "Volume" and "Number" as well as "Month" and "Year" (but not day of the month); that 8½" x 11" paper be used with typing across the pages in usual fashion (as was done on the first issue); that the pages be folded once to give a mailing piece of 4½" x 8½"; that the pages be stapled together but that the fold be maintained in the mails by a gummed sticker rather than by a staple; that the color of the pages be changed from month to month; and that the publication be mailed by bulk rate.

C. That, among the kinds of things published in *5 minutes with ACHE*, the following be included: personnel changes and promotions; job openings in Continuing Education at member institutions; any additions to membership on the Association's Committees after a general announcement of memberships on Committees has been made; reports on legislative action; mini-surveys conducted by the Association on policies and practices in the Association's member institutions; requests for assistance from such Committees as the Nominating Committee and Awards Committees; brief factual reports on new programs begun by member institutions, e.g., weekend colleges, suggestions for new techniques to promote programs, etc. The Committee thought that lists of new members could be mailed at regular intervals as supplements to "*5 minutes with ACHE*" — to be inserted into members' copies of the annual

Directory of members.

3. With reference to *Continuing Higher Education*, the Committee decided to recommend the following to the Board of Directors (in addition to its recommendations concerning the Editor as stated in No. 1 above):
   A. That this publication contain information of more permanent value than that communicated through *5 minutes with ACHE;* that it give special attention to professional articles — which might include the printing of presentations made at national conventions or regional meetings; that it give reports of surveys and results of research; that it draw attention to new programs, trends, and innovations in the field of Continuing Higher Education; that it refer members to recent publications of interest to persons administering programs of Continuing Education; that it have some opinion articles; that it give increased space to regional reports which focus on the content of regional meetings and the important things that happen rather than the incidentals; that it contain much of the "nuts and bolts" of administering Continuing Higher Education programs with solutions devised by various institutions to meet rather common problems; that "From the Dean's Desk" be continued as an especially valuable column in the publication; that minutes of meetings of the Board of Directors and of the Executive Committee be reduced to a summary of actions taken when they are printed in this publication, and that minutes of CAEO meetings and reports on CAEO work be similarly reduced to a summary of actions taken; that the list of officers (national and regional) and committee members be published only once a year; and that "Presidential perspectives" be published only when the President has something important to say to the members. Also that "Editorial Echoes" and the table of contents be dropped, as well as the program for the Annual Convention — which should become a special promotional piece; that the publication should not include jokes, letters to the editor, or persons seeking positions, and that such things as positions available, forms for surveys and assistance, etc., should be included in *5 minutes with ACHE*.
   B. That the format for *Continuing Higher Education* follow that of Brigham Young University's Schedule of Evening Classes, a sample of which had been furnished by Dr. Frank Santiago of B.Y.U. (The format woudl involve having sheets cut to 11" x 17" size folded to pages 8½" x 11" size. Pages would ordinarily have 3 columns, be printed on white paper, and include 2 colors; issues would normally have 16 pages. Dr. Santiago had communicated to the Committee that Brigham Young University could print and mail 750 copies of such a 16-page publication in 2 colors at a cost of $405.50. The Committee thought that, if budget limitations so demanded, paper of a different color and ink of one different color could be used each quarter.)
   C. That the name of *Continuing Higher Education* be changed to *Continuing Higher Education Bulletin* to reflect its new format and content.
   D. That the Executive Committee investigate the possibility of accepting

commercial advertising relative to the Association's goals to help cover some of the publication's costs.

E. That, if unusual problems are encountered in getting fast delivery on this publication when it is mailed from the city in which it is printed, the Executive Committee should investigate the possibility of shipping all copies together to a different city, e.g. by Greyhound Bus, to be mailed to members through an institution in the second city.

F. That the dates by which the quarterly issues are to be mailed be changed to January 1, April 1, July 1, and October 1 (and that the dates not be included in the By-Laws).

With reference to the *Directory*, the Committee decided to recommend to the Board of Directors:

A. That only the institutional representative and one alternate be listed for each member institution, and that additional persons not be listed unless they hold some kind of membership in the Association. (A minority report from Joseph Fantl would allow additional persons to be listed at a cost of $10.00 each.)

B. That affiliate members be listed as such in the *Directory* if there are some.

5. With reference to the promotional folder designed to explain the Association to prospective new members, the Committee decided to recommend to the Board of Directors:

   A. That the recently revised statement on membership be further revised and improved, and that it mention and explain all the kinds of membership.

   B. That a new folder be prepared to recruit members; that it be a pocket-size folder (perhaps a sheet about 8½ x 14" with three folds); that the folder be professionally designed and the material be professionally written in collaboration with the Membership Committee; that the folder be rinted in two colors; and that the folder be reviewed annually by the Membership Committee with an eye toward revision as necessary.

6. The Committee felt that the Association should have the following publications, stressing quality rather than quantity:

   A. *5 minutes with ACHE*

   B. *The Continuing Higher Education Bulletin*

   C. The *Directory*

   D. The *Program for the National Convention* (designed as a promotional piece)

   E. A folder to promote membership in the Association.

7. The Committee decided to have a short follow-up meeting at the Convention in Montreal in November of 1977.

Edward J. Baumann, Chairperson

Appendix Q

REPORT OF THE COMMITTEE ON QUALITY IN EDUCATION

The Quality in Education Committee was given two assignments for this past year. The first was an examination of ACHE's role in accreditation. Due to time pressure, the committee decided that the most practical approach was to do a thorough critique of NUEA's committee report on accreditation as a means of determining the relevant issues. Although there are several distinct differences between NUEA and ACHE, the committee believed that the accreditation question had very few differences in terms of how it would influence the two organizations. Our conclusions were:

1. We suggest that no action be taken to recommend ACHE as an accrediting agency for continuing education.
2. Like NUEA, we think ACHE should explore the machinery to develop a cadre of trained and knowledgeable ACHE members who would be available to assist and advise professional associations on all aspects of accreditation procedures.
3. We would hope that these specially selected ACHE accreditation advisors could serve, at least occasionally, as members of the teams of the regional groups that do accrediting now.
4. Like the involvement stance ACHE has evolved over the years, we recommend ACHE continue and sustain active involvement and liaison with agencies and groups that deal with accrediting, such as professional associations and state licensing agencies.

The second and ongoing mission of the committee is the concern over degree granting abuses. The members had accumulated numerous reports and articles over the years on matters related to degree granting abuses. It was concluded that the timing was right to prepare a detailed position paper on the subject and present it to the board at the Montreal meeting. Copies of the 35 page report will be available in Montreal. The paper includes the following subject headings: backround, introduction, problem, history, current status, types of abuses, obstacles and recommendations. A complete bibliography is also included.

It is impossible to summarize the entire paper in a sentence or two.

However, the fact that significant progress has been made in the last five years deserves attention. This progress in combatting degree granting abuse should continue as more states recognize the danger of their lax laws. Members of ACHE may wish to assume the responsibility in their own states to call these weak laws to the attention of the legislators and the public.

Lee Porter, Chairperson

Appendix R

REPORT OF THE COMMITTEE ON REGIONS

During the past year, the Committee on the Regions continued its multi-year program of having the regions officially recognized and recommending desirable changes in the regional structure.

At the convention in Philadelphia, a new regional structure was proposed. During the past months, each regional chairperson was contacted and requested to discuss the proposal with members of his/her region and officially react for the region. Working with the responses from the various regions, a revised proposal was prepared for consideration by the Board at its November 5 meeting.

Assuming approval of the proposal by the Board, the new regions will meet for the first time during the Montreal Convention. A map will be displayed and appropriate announcements made during the meeting to confirm the regional affiliation of members.

In addition to this activity, the committee has continued its efforts to develop regular and meaningful communication between regions.

As has been the case in recent years, our eastern and southern regions were quite active while the remaining regions had minimal contact. It is hoped that our new regional structure will correct this situation. If the regions are to attain their full impact, there should be at least one meeting of each region between national conventions.

Our appreciation is extended to President William Barton and Executive Vice President Howell McGee for their cooperation and assistance to the committee during the year.

Effective with the conclusion of the meeting in Montreal, a new chairperson of the regions will be appointed and a new committee named. We wish them well in their endeavors.

Gail A Nelcamp, Chairperson

Appendix S

REPORT OF THE RESEARCH COMMITTEE

The Committee agonized over this question: What is the best way we can assist the ACHE members?

Several projects were discussed and abandoned. For instance, an investigation of relationships between professional organizations. The Committee had a ready made lab in the ACHE and the American Assembly of Collegiate Schools in Business (AACSB). This idea was tabled after the productive meeting of representatives from ACHE, NUEA, and AACSB.

After due deliberation, the Committee felt the best service that could be given was to update the study on "Practice and Procedures in University Evening Schools." The original study was done by the late Dr. William Hoppe, University of South Alabama, and it has been a valuable reference work for practitioners in continuing higher education.

The title of the original study would need changing. The interests of ACHE members still include college credit courses at night, but these interests have been expanded to include all parts of continuing higher education. The expanded interests would dictate the elimination of certain topics in the original study. Times changes, and so do the responsibilities of ACHE members in their home institutions.

The Research Committee would attempt to follow the admonition in the Girl Scout song:

> "Make new friends
> But keep the old.
> One is silver
> And the other gold."

Any updating of the study would keep the worthwhile old and include the valuable new.

For example, should the study include practices of people outside the membership of ACHE? A centralized administrative structure versus a decentralized one; why are there examples of prosperity in each kind? Practices in professional development for continuing educators? Sources of funding? Continuing higher education has grown out of a great number of individual needs, a host of social demands, and a multitude of institutional commitments. Given these diverse origins, is there a typical pattern for practices and procedures? The list goes on.

The current Research Committee hesitates to load a contingent liability on a future committee. This report has tried to give the thinking of the 1977 Committee. The 1978 Committee may choose a new direction. That is the privilege and burden of serving.

Coy F. Hollis, Chairperson

Appendix T

REPORT OF THE COMMITTEE ON THE TWO-YEAR COLLEGE

The Junior and Community College Committee is an Ad Hoc Committee of the Association for Continuing Higher Education created by the President and has the following purpose and goals:

Purpose:

To focus attention on this segment of higher education and its articulation with other segments of higher education.

Goals:

1. To develop plans for coordinating continuing education efforts in higher education with particular emphasis on two year institutions.
2. To assist in the promotion of membership in ACHE by junior and community colleges.
3. To plan programs of special interest for two year institutions.

The Committee was delayed in getting under way until late in the spring due to the lengthy illness of the Chairman. Due to this situation the Committee decided to concentrate on establishing plans for the 1977-78 year.

These plans include the following:

1. The preparation of a position paper focusing on articulation with:
   a. Four-year colleges.
   b. Other two-year colleges.
2. Working with the Annual Convention Program Committee to insure that a segment of the program is geared to and for two-year colleges.
3. Plan and conduct special mailings that include personal correspondence and ACHE materials to recruit more two-year college members for the Association.
4. Urge every Region to gear a segment of at least one regional meeting each year to and for two-year colleges.

5. Increase or change the Committee membership to include a broader representation of the total country.

Robert E. Moseley, Chairperson

Appendix U

ASSOCIATION FOR CONTINUING HIGHER EDUCATION
BUDGET 1977 - 1978

Balance on Hand	**$ 5,498.35**
INCOME	
Institutional & affiliate dues	**30,750.00**
Professional dues	**5,000.00**
Contributing dues	**625.00**
Miscellaneous	**1,000.00**
Interest	**1,800.00**
TOTAL	**$44,673.35**
EXPENSES	
Publications	
CHE	**3,600.00**
Proceedings	**2,500.00**
Directories	**1,750.00**
Brochure and Constitution	**750.00**
5 Minutes	**500.00**
Miscellaneous	**100.00**
	$ 9,200.00
OFFICE EXPENSES	
Secretarial Salary	**5,100.00**
Reimbursement to OU	**6,000.00**
Printing & Duplicating	**1,000.00**
Equipmental Rental	**300.00**
Communication	**800.00**
Audit & Bond	**150.00**
Supplies	**500.00**
Miscellaneous	**200.00**
	14,050.00

TRAVEL	
General (includes visitation expenses and officer travel)	4.000.00
Midyear Board Meeting	3,500.00
Program	750.00
Committee	2,000.00
Executive Committee	1,000.00
	11,250.00
BOARD OF DIRECTORS	
Annual Meeting	500.00
Midyear Meeting	400.00
	900.00
ANNUAL MEETING	
Program Honoraria	1,500.00
	1,500.00
COMMITTEE	
General	5,500.00
Joint Report	900.00
	6,400.00
DUES	
ACE	780.00
CAEO	100.00
	880.00
HONORARIA	
Editor—Periodical	1,200.00
Executive Vice-President	2,400.00
	3,600.00
PRESIDENTIAL EXPENSES	
President (includes President-Elect)	350.00
	350.00
CONTINGENCY	143.35
	143.35
	48,273.35
Less Prepaid Expenses	3,600.00
TOTAL	$44,673.35

Appendix V

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee of the Association for Continuing Higher Education presents the following slate of nominees:

For President-Elect

LEWIS C. POPHAM, 3RD

He is Dean of Continuing Education & Summer Sessions at the State University of New York at Oswego, New York, a position he has held since the summer of 1973. Prior to his service at SUNY-Oswego he was for over eight years Dean of Continuing Education & Summer Sessions at the Orange County Community College of the State University of New York in Middletown, New York. Dean Popham has also served as acting president and a division chairman at Prince George's Community College in Maryland; as director of general studies at Dakota State College in Madison, South Dakota; as assistant to the vice president at Central Michigan University, Mount Pleasant, Michigan; as the assistant to the president, Southern Connecticut State College, New Haven, Connecticut, and as assistant to the director of financial and business affairs at the American University in Washington, D.C. Dean Popham has been affiliated with ACHE since 1967 and was a member of the Board of Directors from 1973 to 1976. He has been a member of several ACHE committees including the Research Committee and the Resolutions Committee, and was Chairman of the Jr. College Committee. He has been active in other professional associations including serving four years as secretary of the New England Teacher Preparation Association, as a former regional chairman of the National University Extension Association, and as a former president of the Continuing Education Association of the State University of New York.

For Director at Large

HERMAN D. PHELPS

He is presently Associate Dean of Continuing Education at East Carolina University, Greenville, North Carolina. He has been a member of ACHE since 1969 and has served the Association in the following capacities: Chairman, Program Committee for Region V, 1972-73; Editor of Proceedings, 1974; Member of Program Committee, 1974; served as Chairperson of Visiting Committee for Florence-Darlington Technical College, served on committee to visit Fayetteville State University, Orangeburg-Calhoun Technical College, and Western Carolina University; ACHE Chairperson, to Consider Reorganization of National Adult Education Organizations. He is currently a member of NUEA, AEA, of USA, and ACPE.

For Director at Large for a Three-year Term

GAIL A. NELCAMP

He is presently Dean of the Evening College of the University of Cincinnati, Cincinnati, Ohio. He has been a member of AUEC/ACHE since 1964 and has served the association in the following capacities: Editor of Proceedings, 1967-1968; Chairman of Region VII, 1969-1970; Chairman of Finance Committee, 1971-1973 and committee member 1973-1977; Chairman of the Committee on the Regions, 1973-1977; Chairman of Visitation Committee for Wayne General and Technical College, Orrville, Ohio. He served on the Board of Directors of NUEA from 1974-1976 and was a charter member of the Ohio Council on Higher Continuing Education.

For Editor of the Proceedings for 1977

JOSEPHINE P. MEEKER

Until recently she was Director of Continuing Education, Brock University, Ontario, Canada. She is currently with the Dept. of Geograhy, Brock University.

For Editor of Quarterly

CLARENCE H. THOMPSON

He is presently an Educational Consultant in Westport, Mass. He served the Association in many capacities including President and is our current Editor of *Continuing Higher Education*.

Henry R. Malecki, Chairperson

Appendix W

ACHE OFFICERS — 1976-1977

President
William D. Barton

President-Elect
James R. McBride

Executive Vice President
Howell W. McGee

Immediate Past President
Richard D. Robbins

Directors at Large
Stanley J. Gwiazda
Richard M. Lipp
Mary E. Miller
John W. Mybeck
Herman D. Phelps
James M. Young

Editor, Continuing Higher Education
Clarence H. Thompson

Members of the Program Committee
Lewis C. Popham, III, Chairman
Sam C. Bills
Charles P. Bruderle
Alexander N. Charters
Dawn R. Cooper
Marlowe Froke
Frank E. Funk
Kenneth M. MacKenzie
Richard J. Meagher
James R. McBride
William J. McCallion
Robert E. Moseley

Members of Local Arrangements Committee
Doug Potvin, Chairman
Doreen Bates
Gwen Cheririer
William Conrod
Ken Ethridge
John Fiset
Marcia Loynd

Editor, Proceedings
Wendell G. Rayburn

APPENDIX X

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

YEAR	PLACE OF MEETING	PRESIDENT	SCHOOL
1939	New York City	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting fo Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A. L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York—Buffalo
1967	New Orleans	Ernest F. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville

1969	Washington, D.C.	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph P. Goddard	University of Tennessee
1972	New York	William T. Utley	University of Nebraska
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee

CITATIONS FOR LEADERSHIP

1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, D.C.	Edwin H. Spengler
1970	Montreal	Daniel R. Lang Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters Ernest E. McMahon
1974	New Orleans	no award given
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	No award given
1977	Montreal	No award given